NOTE
ON THE
STATE OF EDUCATION IN INDIA
1866-67.

BY A. P. HOWELL, ESQ.

SELECTIONS

FROM THE

RECORDS

OF

THE GOVERNMENT OF INDIA,

HOME DEPARTMENT.

No. LXVII.

NOTE

ON THE

STATE OF EDUCATION IN INDIA

During 1866-67.

By A. P. HOWELL, Esq.,
UNDER SECRETARY TO THE GOVERNMENT OF INDIA.

Published by Authority.

CALCUTTA:
OFFICE OF SUPERINTENDENT OF GOVERNMENT PRINTING.
1868.

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PRESIDENCY OR PROVINCE.	Expenditure from Imperial Funds.	EXPENDITURE FROM LOCAL SOURCES.		Total Expenditure on Edu-cation
		Local Funds.	Private Expenditure.	
	Rs.	Rs.	Rs.	I
Bengal	13,85,762	4,96,708	4,08,221	22,90
Bombay	9,16,678	6,01,629	Not given	15,18
Madras...	6,16,074	1,16,090	"	7,32
North-Western Provinces.	7,74,009	4,57,286	"	12,31
Punjab	5,62,654	2,84,847	1,01,562	9,4[illegible]
Oude	1,54,678	87,623	Not given	2,4[illegible]
Central Provinces	1,56,462	2,34,269	"	3,9[illegible]
British Burmah	No	returns	sent in for	1866
Hyderabad	84,246	...	...	8[illegible]
Mysore	1,20,203	30,610	Not given	1,5[illegible]
Coorg	12,276	220	"	1[illegible]

"It may be explained generally that the figures under the head "Local Funds" represent m as educational cesses, School fees, private endowments, subscriptions, &c. The figures given under the he which are under the inspection of Government Officers. The amount shown under this head must be n amount of private expenditure on education, which never comes under the cognizance of Government, as of which the Government has nothing to do." (Paragraph 28, Note on Education, 1865-66.)

In Bengal there is no educational cess, and the expenditure here shown from Local Fund borne in mind in comparing Bengal expenditure from Local Funds with similar expenditure in other Prov

No. 2.

Educational Statistics for 1866-67—*(11 months.)*

1	2	3		4	5	6	7	8	9	10	11				12		
		EXPENDITURE FROM LOCAL SOURCES.			ANALYSIS OF EXPENDITURE.						AVERAGE ANNUAL COST TO STATE PER PUPIL.				TOTAL ANNUAL AVERAGE COST PER PUPIL UNDER INSTRUCTION.		
											Colleges.						
PRESIDENCY OR PROVINCE.	Expenditure from Imperial Funds.	Local Funds.	Private Expenditure.	Total Expenditure on Education.	Direction and Inspection.	Instruction including all charges not included in column 5.	Imperial Expenditure on Government Colleges & Schools.	Grants-in-aid, including payments by results.	Percentage of column 7 on column 2.	Percentage of column 8 on column 2.	Government.	Aided.	Government Schools.	Aided Schools.	To Government.	To other Funds.	Total average cost.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bengal	13,85,762	4,96,708	4,08,221	22,90,691	2,27,010	20,63,681	6,98,844	3,32,183	50·43	23·97	219·9	64·	20·	3·3	12·	7·8	19·8
Bombay	9,16,678	6,01,629	Not given	15,18,307	1,64,105	13,54,202	4,63,572	70,682	50·5	7·7	181·2	...	3·7	3·1	8·1	5·3	13·4
Madras...	6,16,074	1,16,090	"	7,32,164	1,23,495	6,08,669	3,10,911	1,21,271	50·4	19·6	236·1	32·08	27·9	2·9	12·6	2·3	14·9
North-Western Provinces.	7,74,009	4,57,286	"	12,31,295	1,78,299	10,52,996	2,51,275	1,36,968	32·4	17·8	311·7	...	1·8	7·4	5·07	3·	8·07
Punjab	5,62,654	2,84,847	1,01,562	9,49,063	2,01,432	7,47,631	2,36,376	1,36,252	42·01	24·2	1,211·5	554·6	2·5	6·1	5·7	3·9	9·6
Oude	1,54,678	87,623	Not given	2,42,301	35,408	2,06,893	59,911	41,779	38·7	27·01	...	...	5·2	11·1	10·2	5·7	15·9
Central Provinces...	1,56,462	2,34,269	"	3,90,731	70,884	3,19,847	70,030	18,086	44·7	14·1	...	...	1·8	0·8	2·6	4·02	6·7
British Burmah	No	returns	sent in for	1866-67													
Hyderabad	84,246	...	...	84,246	18,579	65,667	65,667	...	77·9	...	...	...	9·8	...	12·6	...	12·6
Mysore	1,20,203	30,610	Not given	1,50,813	25,031	95,172	52,758	28,228	43·8	23·3	...	...	17·3	8·07	18·3	4·7	23·
Coorg	12,276	220	"	12,496	1,100	11,396	11,176	...	91·7	...	...	...	11·8	...	12·9	0·2	13·2

"It may be explained generally that the figures under the head "Local Funds" represent money received and administered by Government Officers or Educational Committees, but derived from local sources such as educational cesses, School fees, private endowments, subscriptions, &c. The figures given under the head of "Private Expenditure" may be said generally to represent the expenditure from private sources on private schools, which are under the inspection of Government Officers. The amount shown under this head must be more or less approximate, and probably considerably below the real amount, and there is, of course, a considerable amount of private expenditure on education, which never comes under the cognizance of Government, as, for instance, expenditure on schools which are neither aided nor inspected by Government, and with the accounts of which the Government has nothing to do." (Paragraph 28, Note on Education, 1865-66.)

In Bengal there is no educational cess, and the expenditure here shown from Local Funds is composed entirely of money received from School fees, endowments and subscriptions, &c. This should be borne in mind in comparing Bengal expenditure from Local Funds with similar expenditure in other Provinces.

Educational Statistics for 1866-67—(12 months.)

1	2	3	4	5		6	7	8	
Number.	PROVINCES.	Directors, and salary per mensem.	Salary per annum.	Number of Inspectors and Deputy Inspectors, and salaries per mensem		Total salaries per annum of Inspectors and Deputy Inspectors.	Total subsidiary charges of direction and inspection.	TOTAL	
								Number of Officers.	Cost per annum.
		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.
1	Bengal	1 on 2,250 0 0	27,000 0 0	7 Inspectors on	5,369 9 4				
				69 Deputy Inspectors on	6,250 0 0				
				TOTAL ...	11,619 9 4	1,39,435 0 0	73,303 0 0	77	2,39,738 0 0
2	Bombay	1 on 2,500 0 0	30,000 0 0	4 Inspectors on	2,850 0 0	•			
				23 Deputy and Assistant ditto on ...	2,983 0 0				
				27 TOTAL ...	5,833 0 0	69,996 0 0	59,574 0 0	28	1,59,570 0 0
3	Madras	1 on 2,000 0 0	24,000 0 0	5 Inspectors on	3,900 0 0				
				17 Deputy Inspectors on	2,430 0 0				
				22 TOTAL ...	6,330 0 0	75,960 0 0	46,426 0 0	23	1,46,386 0 0
4	North-Western Provinces ...	1 on 2,000 0 0	24,000 0 0	5 Inspectors on	2,250 0 0				
				3 Joint Inspectors on	1,500 0 0				
				31 Deputy ″	2,940 0 0				
				68 Sub-Deputy Inspectors on	2,650 0 0				
				107 TOTAL ...	9,340 0 0	1,12,080 0 0	67,392 0 0	108	2,03,472 0 0
5	Punjab	1 on 1,500 0 0	18,000 0 0	4 Inspectors on	2,550 0 0				
				4 Deputy Inspectors on	380 0 0				
				8 5 TOTAL ...	2,930 0 0	35,160 0 0	38,886 0 0	9	92,046 0 0
6	Oude	1 on 900 0 0	10,800 0 0	2 Inspectors on	900 0 0				
				7 Deputy Inspectors on	625 0 0				
				9 TOTAL ...	1,525 0 0	18,300 0 0	16,280 0 0	10	45,380 0 0
7	Central Provinces	1 on 1,000 0 0	12,000 0 0	3 Inspectors on	1,900 0 0				
				18 Deputy Inspectors on	1,710 0 0				
				21 TOTAL ...	3,610 0 0	43,320 0 0	18,976 0 0	22	74,296 0 0
8	British Burmah	1 on 916 10 8	11,000 0 0	1 Inspector on	83 5 4	1,000 0 0	2,000 0 0	2	14,000 0 0
9	Hyderabad	1 on 1,000 0 0	12,000 0 0	1 Assistant to Director on	750 0 0	9,000 0 0	5,400 0 0	2	26,400 0 0
10	Mysore	1 on 900 0 0	10,800 0 0	1 Inspector on	500 0 0	10,320 0 0	2,800 0 0	5	23,920 0 0
11	Coorg			1 Deputy Inspector on	300 0 0				
				2 Sub-Deputy Inspectors on	60 0 0				
				4 TOTAL ...	860 0 0				

NOTE

ON THE

STATE OF EDUCATION IN INDIA,

DURING

1866-67.

THE object of this Note is to give a resumé of the state of education in India in 1866-67, compiled from the Annual Reports of the several provinces, and showing the most notable educational facts of the year. It will also contain an Appendix of all the more important correspondence of the Government of India on the same subject during the period under review. The Note is intended to be, as far as possible, complete in itself, but it pre-supposes an acquaintance with the similar compilation prepared in the Home Department for 1865-66, and circulated as No. 54 of the Government selections. In that compilation some account of the principal educational institutions in India was given, and it would be to no purpose to recapitulate here what is merely historical.

Introduction.

2. The three tables* annexed will show roughly, and in a comprehensive way,—(1) the state of education in India in 1866-67; (2) the cost of educational operations; and (3) the agency in each province by which these operations are supervised.

General Statistics.

This mass of figures will be perused to very little purpose unless some clue be given to their significance, and some test and standard be applied to the comparative value of the results which they contain. Before proceeding, therefore, to illustrate these tables by compilations from the reports of the several provinces, it may be as well to give, as briefly as possible, a summary of the principles upon which the action of the state in education in India is based; and the extent to which these principles are carried out in the results will be some test of the value of the results themselves.

3. The Indian Educational Code is contained in the Despatches of the Home Government of 1854 and 1859. The main object of the former Despatch is to divert the efforts of the Government from the education of the higher classes upon whom they had up to that date been too exclusively directed, and to turn them to the wider diffusion of {¶ 2, 10, 39 & 40.

Outlines of the theory of State Education in India.

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* In the preparation of these tables, and for much explanatory information, I am indebted to the several Directors of Public Instruction, whose courtesy I beg gratefully to acknowledge.

¶ 41. education among all classes of the people, and especially to the provision of primary instruction for the masses. Such instruction is to be
¶ 50 of 1859. provided by the direct instrumentality of Government, and a compulsory rate, levied under the direct authority of Government, is pointed
¶ 51. out as the best means of obtaining funds for the purpose. The system must be extended upwards by the establishment of Government schools
¶ 61. as models, to be superseded gradually by schools supported on the grant-in-aid principle. This principle is to be of perfect religious neu-
¶ 62. trality, defined in regular rules adapted to the circumstances of each
¶ 57. province, and clearly and publicly placed before the Natives of India. Schools, whether purely Government institutions or aided, in all of
¶ 54. which (excepting Normal schools) the payment of some fee, however small, is to be the rule, are to be in regular gradation from those which
¶ 47. to 63. give the humblest elementary instruction to the highest colleges, and the best pupils of one grade are to climb through the other grades by
¶ 65 to 67. ¶ 23 of 1859. means of scholarships obtained in the lower school and tenable in the higher. To provide masters, Normal schools are to be established in each province, and moderate allowances given for the support of those who possess an aptness for teaching and are willing to devote themselves to the profession of school masters. By this means it is hoped that, at
¶ 44 of 1859. no distant period, institutions may be in operation in all the presidencies, calculated to supply masters for all classes of schools, and thus in time greatly to limit, if not altogether to obviate, the necessity of recruiting the educational service by means of engagements made in England.
¶ 11, 15, 70. The medium of education is to be the Vernacular languages of India, into which the best elementary treatises in English should be translated. Such translations are to be advertised for, and liberally rewarded by Government as the means of enriching Vernacular literature. While, therefore, the Vernacular languages are on no account to be neglected, the English language may be taught where there is a demand for it, but the English language is not to be substituted for the Vernacular dialects
¶ 83. of the country. The existing institutions for the study of the classical languages of India are to be maintained, and respect is to be paid to the hereditary veneration which they command. Female education is to receive the frank and cordial support of Government, as by it a far greater proportional impulse is imparted to the educational and moral tone of the people, than by the education of men. In addition to the Gov-
¶ 79 to 81. ernment and aided colleges and schools for general education, special institutions for imparting special education in law, medicine, engineering, art, and agriculture* are to receive in every province the direct aid and encouragement of Government. The agency by which this system of education is to be carried out is a director in each province, assisted
¶ 17 & 18. by a competent staff of inspectors, care being taken that the cost of
¶ 40 of 1859. control shall be kept in fair proportion to the cost of direct measures

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* Great stress is laid on this point—" We have also perceived with satisfaction that " the attention of the Council of Education in Calcutta has been lately directed to the sub- " ject of attaching to each Zillah school the means of teaching practical agriculture; for " there is, as Dr. Mouat most truly observes, no single advantage that could be afforded to
¶ 81. " the vast rural population of India that would equal the introduction of an improved system " of agriculture."

of instruction. To complete the system in each presidency, a university is to be established, on the model of the London University, at each of the three presidency towns. These universities are not to be themselves places of education, but they are to test the value of the education given elsewhere; they are to pass every student of ordinary ability who has fairly profited by the curriculum of school and college study which he has passed through, the standard required being such as to command respect without discouraging the efforts of deserving students. Education is to be aided and supported by the principal officials in every district, and is to receive, besides, the direct encouragement of the State by the opening of Government appointments to those who have received a good education, irrespective of the place or manner in which it may have been acquired; and in the lower situations, by preferring a man who can read and write, and is equally eligible in other respects, to one who cannot.

¶ 24 to 36. ¶ 29. ¶ 98. ¶ 41.

Results shown in Statistical Tables examined.

4. Such being the outlines of the theory of education in India, a more definite opinion can now be formed of the value of the practical results shown in the tables above.

It should be here noted that, when the Despatch of 1854 was written, there were, of course, no universities in India and no educational departments; there were only 14 Government colleges for general education; elementary vernacular education had only been attempted with any degree of success in the North-Western Provinces and Bombay; there were no Grant-in-aid Rules; the total number of pupils in all the Government colleges and higher and lower schools together*—in Bengal was 13,822; in the North-Western Provinces, 8,508; in Madras, 3,380; and in Bombay, about 14,000; there were no Normal schools; female education had not been attempted by the State at all, and the total annual grant for education in all India was £98,721.

¶ 8 of 1859.

First noticeable point—development of Education.

5. The first and the most striking fact, therefore, which the tables will disclose is the very extraordinary development of education in the last 12 years, which have given to every province the complete educational agency, and to the older provinces the machinery described above.

Second noticeable point—magnitude of the task imposed on the State.

Paragraph 48 of Despatch of 1854.

6. The next point that will strike us is the gigantic nature of the task imposed upon the Government by the enormous area and the vast population of this country. Notwithstanding the development of the last 12 years, the remark made in 1854 seems almost equally applicable, now "that the "efforts of the State have reached but an insignificant number of those "who are of a proper age to receive school instruction."

* This does not include the few aided elementary schools that then existed in Bengal, or the hulkabundee schools which were beginning to be established in the North-Western Provinces.

This point is not sufficiently recognised in the many applications for increased expenditure which are annually made. It is no uncommon thing for educational projects to be submitted for sanction which receive ready approval in themselves, but which are finally negatived on the ground that the funds at the disposal of Government are limited, and that the educational department in the particular province in behalf of which the application is made, has no pre-eminent or special claim to them. The particular item in which the largest demands are made upon the Imperial exchequer is in the extension of the grant-in-aid system. In Lower Bengal alone the demand for grants-in-aid has increased during the last five years from Rs. 1,42,284 to Rs. 4,25,000, and the view is constantly put forward that the Supreme Government is bound to give assistance to an indefinite extent when applied for under these rules, and wherever the conditions of the rules are complied with.

7. Now undoubtedly the Government has not only laid down rules pledging itself to give assistance upon certain defined conditions, but it has also recognised the grant-in-aid system as the most effectual means of combining Government agency with local exertions and as the most promising source of the future extension of education. At the same time it must be borne in mind that the foundation of the system is that aid can only be given "so far as the funds at the disposal of the Government may render it possible;" and secondly, that the extension of the system was designed from the first to go along with the discontinuance of purely Government institutions. In 1854 the

Basis of grant-in-aid system explained.

¶ 62. Court of Directors stated that "they looked forward to the time when "any general system of education entirely provided by Government may "be discontinued with the gradual advance of the system of grants-in-"aid, and when many of the existing Government institutions, especial-"ly those of the higher order, may be safely closed or transferred to the "management of local bodies under the control of, and aided by, the "State." And they confidently expected that "the introduction of the "system of grants-in-aid will very largely increase the number of "schools of a superior order; and, before long, sufficient provision may "be found to exist in many parts of the conntry for the education of "the middle and higher classes, independent of the Government "institutions, which may then be closed, as has been already the case "in Burdwan, in consequence of the enlightened conduct of the Rajah "of Burdwan, or may be transferred to local management."

This was repeated in 1864 by the Secretary of State:—

Education Despatch No. 12, dated 31st March 1864.

"The Punjab seems to be supplied in a greater measure than most of the provinces of "India, with private schools of a high order, which, with the "aid of grants from Government, are exercising an important "influence on the education of the country. I entirely approve "the intention expressed by the Lieutenant Governor to render still further aid to this class "of schools, the popularity of which in some places, and especially in Lahore, seems to be "so great as to suggest the question whether the time has not arrived when they may be al-"lowed to take the place of the Government schools of corresponding grade at some at least "of the stations."

These anticipations have never been generally realised. In some provinces they appear to have been altogether overlooked. From the tables it will be seen that, in the several provinces, the percentage of Imperial expenditure in grants-in-aid varies from *nil* to 27, whereas the same expenditure on purely Government schools and colleges varies from 32·4 to 91.

Financial aspect of the Educational question.

8. In fact, the financial aspect of the educational question has now become a most serious one. During the last 10 years the expenditure upon education has increased from £195,494 in 1856-57, when the Imperial revenues were £29,702,854, to £763,230 in 1866-67 when the Imperial revenues were estimated at £46,752,800. During the single year under review, educational projects were submitted to the Supreme Government, involving an increased expenditure of £58,544, although, at the commencement of that year, an advance of £100,000 was made upon the vote of the previous year, and the assignment made at the commencement of the current year* shows an increase of £72,000*(a)* over the grant for the preceding year.

* 1867-68.

Claim advanced by Directors of Public Instruction in Bengal and Bombay.

9. In the Reports of the Directors of Public Instruction in Bengal and Bombay, there is a curious, but no doubt an undesigned, coincidence. They both demand that two per cent. of the total revenues collected in the provinces which they represent should be "the State contribution" to education. But if this concession were made to Bengal and Bombay, it could not reasonably be refused to the other provinces. Excluding the Hyderabad Assigned Districts and Mysore, the result would be, as shown in the following table, an immediate increase of of £244,255 to the annual educational expenditure, and this entirely from Imperial funds:—

Statement showing the estimated Revenues and the present Educational Grant in each Province with the increase proposed.

	Provinces.	Aggregate of estimated Revenue for 1867-68.	Two (2) per cent. on Revenue.	Budget Grant for 1867-68.	Increase to present Grant.
		£	£	£	£
1	Bengal	15,237,990	304,759	231,289	73,470
2	North-Western Provinces ...	5,916,510	118,330	115,896	2,434
3	Punjab	3,455,610	69,112	67,605	1,507
4	Bombay	8,947,070	178,941	95,606	83,335
5	Madras	7,512,655	150,253	96,083	54,170
6	Central Provinces	1,107,730	22,154	18,585	3,569
7	Oude	1,402,690	28,053	19,143	8,910
8	British Burmah	1,176,240	23,524	7,415	16,109
9	Coorg	41,015	820	69	751
	Total ...	44,797,510	895,946	651,691	244,255

(a) "The head of Education, Science and Art, as usual, shows steady progress. The increase next year will be £72,000." See budget speech of the Right Hon'ble Mr. Massey of 5th March 1867.

10. In the present state of the finances it is probable that, unless other departments are proportionally reduced, Sir Alexander Grant and Mr. Atkinson in asking for so large an increase to the Imperial grant are also asking for increased taxation.

Probably untenable without increased taxation.

But it will be observed that this increase is calculated on the aggregate revenues collected in each province, and thus the comparison is very unfavorable to those provinces which have no sea-port towns. It would seem to be far more equitable to fix the land revenue as the basis of the calculation, and this would give the very different result which I now show:—

Satement showing the estimated Land Revenues, and the present Educational Budget Grant, in each Province, with the assignment proposed.

Number.	Provinces.	Land Revenue.	Two (2) per cent. on the Land Revenue.	Budget Grant.	Increase to present Grant.	Decrease from present Grant.	Remarks.
		£	£	£	£	£	
1	Bengal	3,831,370	76,627	231,289	...	154,662	
2	N. W. Provinces ...	4,040,000	80,800	115,896	...	35,096	
3	Punjab	1,915,200	38,304	67,605	...	29,301	
4	Bombay	3,566,900	71,338	95,606	...	24,268	
5	Madras	4,305,500	86,110	96,083	...	9,973	
6	Central Provinces ...	613,600	12,272	18,585	...	6,313	
7	Oude	1,180,810	23,616	19,143	4,473	...	
8	British Burmah ...	577,450	11,549	7,415	4,134	...	
9	Coorg	23,370	467	69	398	...	Total amount of decrease £250,608.
	Total ...	20,054,200	401,083	651,691	9,005	259,613	

11. So far, indeed, from its being probable that a large increase can be made to the present Imperial grant for education, it seems quite impossible that the ratio of Government expenditure which has existed during the last 10 years can be continued any longer. Yet the tables given above will show how much still remains to be done, and that even in the oldest and richest and most advanced provinces, the masses of the people are practically untouched. It can be no time to propose to limit the action of the State when in Bengal there is only one institution, Government or aided, to every 74 square miles, and in Madras only one pupil to every 578 of the population.

Grant to Education cannot be increased from Imperial Funds in the same ratio as heretofore.

12. Hence it would seem to be imperative in the great work that lies before the Government, that local agency, in some shape or another, should be more largely drawn upon to eke out the Imperial funds, and that, in the expenditure of Imperial funds, Government should select the most deserving objects for its bounty.

Local agency must be more drawn on.

13. In the compilation for 1865-66, to which I have already referred, allusion is made (paragraphs 7 and 8) to what is called the theory of the "downward filtration of education," and a doubt is expressed whether this theory would not "be found wanting when applied to the lowest strata of the population."

Theory of downward filtration of Education.

Now whatever may have been the theory of state education in certain parts of India, or whatever classes may have been there considered the primary and most suitable object of Government aid, there is no doubt at all about the principle laid down in the Educational Code. At a time when there were not 12,000 pupils altogether in the Government colleges and superior schools for general education in all India, the framers of the Code were of opinion that the efforts of Government had been too exclusively directed theretofore to the higher classes, and that all that then remained for Government to do for these classes was to establish universities to complete the educational machinery in each presidency. After the establishment of universities, it was stated that—"We shall have done as much as a Government can do to place ¶ 40.
"the benefits of education plainly and practically before the higher "classes of India." * * *

"Our attention should now be directed to a consideration, if pos- ¶ 41.
"sible, still more important, and one which has been hitherto, we are "bound to admit, too much neglected, namely, how useful and practical "knowledge, suited to every station in life, may be best conveyed to "the great mass of the people who are utterly incapable of obtaining "any education worthy of the name by their own unaided efforts; and "we desire to see the active measures of Government more especially "directed, for the future, to this object, for the attainment of which we "are ready to sanction a considerable increase of expenditure.

"Schools—whose object should be, not to train highly a few "youths, but to provide more opportunities, than now exist, for the ac-"quisition of such an improved education as will make those who poss-"ess it more useful members of society in every condition of life—"should exist in every district in India."

This point was again strongly put by the Home Government in 1863:—

"I have noticed with some surprise the remarks of the present Chief Commissioner "of Oude and of the Director of Public Instruction in Bengal with regard to the "principle on which Government should proceed in its measures for the promotion of "education in India. It would appear to be the opinion of these gentlemen that Govern-"ment should, for the present, limit its measures to providing the means of education "for the higher classes, and that the education of the lower classes should be left to "be effected hereafter, when the classes above them shall have not only learnt to

"appreciate the advantages of education for themselves, but have become desirous of "extending its benefits to those below them. Without entering into a discussion on "the question here involved, it is sufficient to remark that the sentiments of the Home "Authorities with regard to it have already been declared with sufficient distinctness, and "that they are entirely opposed to the views put forward by Mr. Wingfield and Mr. "Atkinson. It was one great object proposed in the Despatch of the 19th July 1854 to "provide for the extension to the general population of those means of obtaining an "education suitable to their station in life, which had theretofore been too exclusively "confined to the higher classes; and it is abundantly clear, from Lord Stanley's Despatch "of 7th April 1859, that Her Majesty's Government entertained at that time the same "sentiments which had been expressed by the Home Authorities in 1854.

"It is probable that neither Mr. Wingfield nor Mr. Atkinson would propose to carry "out their views to the full extent of their literal meaning; but I think it necessary to "declare that Her Majesty's Government have no intention of sanctioning a departure from "the principles already deliberately laid down; and that, while they desire that the means "of obtaining an education calculated to fit them for their higher position and respon- "sibilities should be afforded to the upper classes of society in India, they deem it equally "incumbent on the Government to take, at the same time, all suitable measures for "extending the benefits of education to those classes of the community 'who,' as observed "in the Despatch of July 1854, 'are utterly incapable of obtaining any education worthy "of the name by their own unaided efforts.'"

Again in 1864, Sir Charles Wood wrote—

"I have taken into my consideration in Council the question whether Government can, "with propriety, contribute the large sums which are asked for by the donors as a condition "of the endowment of the proposed fellowships.

"While on the one hand it is desirable that the liberality of private individuals should "not be discouraged, it is necessary on the other to recollect that these grants if made, "must so far diminish the sum available for the general purposes of education **** during "the ensuing year.

"The propriety, therefore, of making them must depend upon whether the object of "the endowments in question is in accordance with the general principles by which the "expenditure of the State upon education is governed.

"Those principles are that, as far as possible, the resources of the State should be so "applied as to assist those who cannot be expected to help themselves, and that the richer "classes of the people should gradually be induced to provide for their own education."

These extracts seem to show that, until the State has placed the means of elementary Vernacular education within the reach of those who are unable to procure it for themselves, an annually increasing Government expenditure in any province upon "the higher classes who are able "and willing in many cases to bear a considerable part at least of the "cost of their own education," is not in accordance with the main object of the Educational Code nor with the subsequent views of the Home Government.

Third noticeable point—statistics of lower class schools.

14. Now it is not contended that the framers of the Code enjoined the sole and exclusive culture of elementary education in India. On the contrary, they desired to improve "every condition of life," higher and lower; and they distinctly stated it to be "far from their wish to check the spread of education in the slightest degree by the abandonment of a single school to probable decay;" but I think it is clear that the Despatch of 1854 and the subsequent instructions from the Home Government which have been quoted, put forward stronger claims in behalf of educating the masses, than would appear from the statistical tables to have been realized. As

a matter of fact there his been a very large annual increase of expenditure on education since 1854, and the statistical tables show that the lower classes do not in all provinces receive their proportionate share of it. Still less do they receive the larger share which it would appear to be one main object of the Despatch to divert to them.

What has recently been done for Elementary Education.

15. Speaking generally then, elementary education is one of the points in which the full intentions of the Educational Code have yet to be carried out; but it would give a very incomplete view to leave unnoticed the efforts which have been made during the last few years in the promotion of this great object in the manner proposed in 1854 and 1859. Special attention should be paid to those portions of the compilation below from the annual reports which relate to the establishment, progress and prospects of educational cesses.

As it is on these cesses that the extension of primary education must probably be dependent, I shall now endeavor to show in detail what these cesses are, and what they have done for the masses, *i. e.*, the agricultural classes,—who, in the words of the Despatch, "are utterly incapable of obtaining an education worthy of the name by their own unaided efforts."

Principle of Educational Cesses.

16. It was stated above (in paragraph 3), as being a part of the theory of education in India, that a compulsory local rate was enjoined as the best means of providing funds for the provision of elementary instruction for the masses. This view was expressed in the following extract from the Despatch of 1859:—

"As regards the source from which the funds for elementary education should be obtained, it has been, on different occasions, proposed by officers connected with education that, in order to avoid the difficulties experienced in obtaining voluntary local support, an education rate should be imposed, from which the cost of all schools throughout the country should be defrayed. And other officers, who have considered India to be as yet unprepared for such a measure, have regarded other arrangements as merely temporary and palliative, and the levy of a compulsory rate as the only really effective step to be taken for permanently supplying the deficiency.

"The appropriation of a fixed proportion of the annual value of the land to the purpose of providing such means of education for the population immediately connected with the land seems, *per se*, unobjectionable, and the application of a percentage for the construction and maintenance of roads appears to afford a suitable precedent for such an impost. In the North-Western Provinces the principle has already been acted on, though the plan has there been subjected to the important modification that the Government shares the burden with the landholder, and that the consent of the latter shall be a necessary condition to the introduction of the arrangement in any locality. The several existing Inspectors of Schools in Bengal are of opinion that an education rate might without difficulty be introduced into that presidency, and it seems not improbable that the levy of such a rate, under the direct authority of the Government, would be acquiesced in with far more readiness, and with less dislike, than a nominally voluntary rate proposed by the local officers."

17. In a previous paragraph in the Despatch which I will now quote, the plan followed in the North-Western Provinces was thus described:—

"In the North-Western Provinces it was found that, although the schools established at the Tehsil stations had been very successful, so far as regarded the attendance of the children in those towns, the inhabitants of the surrounding districts had not shared in the

advantages of them to any considerable extent. A system of Hulkabundee or Circle schools had been accordingly devised previously to 1854, for the special purpose of meeting the wants of the agricultural population. Under this system several villages conveniently situated for the purpose are grouped together, and in a central situation a school is established, which is not to be more than two miles distant from any of the villages forming the circle. For the support of these schools, the consent of the landowners was to be obtained to the appropriation of a small percentage on the amount of the Government revenue, one per cent. being the amount paid, of which half was to be contributed by the landowners, and half by the Government. The voluntary consent of the landowner was prescribed as an indispensable condition of the establishment of the system in any locality; and at the time of the outbreak in the North-Western Provinces in 1857, the requisite assent had been given to the scheme in many of the districts, and the sanction of the Home Authorities had been accorded in 1856 to the proposal of the local Government, that in the re-settlement of the land revenue the new plan should be universally introduced, and one per cent. on the Government demand should be set apart in all the districts for the support of this Hulkabundee system. It was calculated that when all the districts should have been re-settled (which should not have been till 1874) Rs. 4,00,000 or £40,000 per annum would be available, one-half of which, or Rs. 2,00,000, would be borne by Government."

18. From these extracts it is clear that it is by no means inherent in the principle of a local educational rate, as propounded in the Despatch, that there should be any voluntary element on the part of the landowner, or that the State should share the burden with the landowner. Both these things are, on the contrary, an "important modification" of the principle, and are confined to the measure which was originated in the North-Western Provinces prior to the receipt of the Despatch. Indeed, a rate levied from the landowner, "under the direct authority of Government," is clearly indicated to be preferable to any admixture of the voluntary element. Hence, as there was no reason why this "important modification" should be imitated in carrying out the principle in other provinces, it will be found that, in all cesses which have been raised subsequent to the receipt of the Despatch, the voluntary element has a tendency to disappear, and the charge to become, as it was intended to become, an entire charge on the landowner, levied for his benefit under the direct authority of Government. The State has, in fact, assumed the duty of providing elementary instruction for the masses, but it has not undertaken, and indeed it cannot undertake, to find the necessary funds from the Imperial exchequer.

The true nature of educational cesses is stated generally in the annexed extract from a recent letter to the Government of Bengal.

Extract from a letter from the Secretary to the Government of India, Home Department, to the Officiating Secretary to Government of Bengal, No. 5876, dated Simla, the 28th October 1867, paragraphs 5 to 9.

"*Para.* 5.—As a matter of fact, the State has never undertaken to provide funds for the education of the mass of the people.

"6.—Consequently, as was originally the case in Bengal, so in the North-Western Provinces, the proportion of the rent taken as revenue by Government has been fixed on calculations into which the element of a provision for the general education of the people did not enter.

"7.—In the recent settlements in Upper India the limit of the Imperial demand has been fixed at 50 per cent. of the net assets, and this would have been its limit, even if no further provision by a distinct cess had been expedient for educational purposes.

"8.—The educational cess, on the other hand, varies in amount according to local requirements, and is, accordingly, clearly taken from the proprietors of the soil as a separate tax for special local purposes. It is no doubt a true tax, for it is not voluntary,

although in the Upper Provinces of Bengal, from the circumstances under which it has been levied, the objects to which, and the manner in which, it is applied, it is probably not unpopular.

"9.—But it is altogether separate from the Imperial revenue, and if it became impossible, for any special reasons, to apply its proceeds to the purposes for which it is designed, it would not be levied at all."

19. The next great exponent of the principle of local rates appears to have been Mr. Laing. In his budget speech for 1861-62 he said—"If this great empire is ever to have the roads, the schools, the "local police, and the other instruments of civilization which a flourish-"ing country ought to possess, it is simply impossible that the Impe-"rial Government can find either the money or the management."

How this principle has been applied in the several provinces as regards education, will be seen from the following account.

The Educational Cess in Bombay.

20. In December 1863 the Bombay Government submitted proposals which had been under discussion since 1839 for raising funds for the establishment of village schools and the construction of roads, bridges, &c., in the several districts of that presidency. These proposals embraced two measures—(1) the levy of a cess of one anna on every Rupee of land revenue ($6\frac{1}{4}$ per cent.); (2) the levy of a tax on wheeled vehicles. To carry out the latter measure, a Draft Bill was prepared by the Bombay Government, and sanction was solicited to its introduction into the local Council. The Bill, however, was not approved by the Governor General, and it appears to have been dropped. The former measure, the levy of a cess of one anna on every Rupee of land revenue, is the source of the Bombay educational cess, which, pending the long discussion to which the measure has given rise, the Bombay Government has continued to levy since 1863-64. The proposed mode of levying the cess was that every ryot, who owns a Rupee of land revenue, should pay one Rupee and one anna. The proceeds of the cess were to be appropriated, as a rule, $\frac{1}{3}$rd to education and $\frac{2}{3}$rds to roads and works of public utility. The management of the cess was to be entrusted to—(1) District Committees, one for each Collectorate, consisting of the District officers and the Deputy Inspector of Schools as ex-officio Members, and equal proportions of other members selected by the Collector; (2) Talooka Committees, one for each Mamlutdar's charge, to consist of the Collector and his Assistants, and the Mamlutdar as ex-officio Member, and any number not less than three of other members nominated by the Collector. The duties of these Committees were thus described :—

"I.—To estimate, as early as possible in the official year, the amount available for the next season, and to prepare a scheme for its expenditure both on education and roads.

"II.—This scheme will be revised by the Collectorate Committee, and, if necessary, sent back for re-consideration by the Talooka Committee; the Collector's decision, in case of difference of opinion, being final.

"III.—To appoint officers, and to manage disbursements.

"IV.—To draw up at the end of the year a Vernacular Report and figured abstract statement, showing what has been received and how it has been expended, and to have this report lithographed, and furnish a copy to every Village Accountant.

"The duties of the Collectorate Committee will be—

"I.—To prepare estimates and a scheme of expenditure (similar to those directed above in the case of the Talooka Committee) for all funds under the exclusive management of the Collectorate Committee.

"II.—To examine and revise the estimates and scheme of expenditure of the Talooka Committee.

"III.—To combine both Collectorate and Talooka schemes and estimates, and to submit it for criticism,—the educational portion to the Inspector of Schools the road portion to the Superintending Engineer.

"IV.—To submit the scheme and estimate, with remarks of the Inspector of Schools, and Superintending Engineer, to the Revenue Commissioners, whose decision on every point shall be final.

"V.—To appoint officers and manage disbursements as far as its own funds are concerned.

"VI.—To communicate with the Collectorate Committees in the adjacent Collectorates, in order to secure uniformity and connection of plan in laying out roads, &c.

"VII.—To draw up at the end of the year an English Report and figured abstract statement of receipts and disbursements for the whole Collectorate, including the Talooka funds and forward it to the Revenue Commissioners, the Executive and Superintending Engineers, and Inspector of Schools."

A Bill to provide in the presidency of Bombay funds for expenditure on objects of public utility and improvement; and to constitute local Committees for the due administration of such funds.

21. Upon these proposals a long correspondence ensued between the Bombay Government and the Secretary of State, which resulted in a Draft Bill prepared by the local Government and submitted in August 1866 for the sanction of the Governor General prior to being introduced into the local Council. The Draft Bill, of which the preamble is quoted in the margin, embodied the former proposals as regards the imposition of a cess of one anna in the Rupee of land revenue, and also as regards the constitution of local Committees for the due administration of the funds. It also included a proposal for a license tax, which was subsequently disallowed consequent on the operation of the Imperial License Tax (Act XXI of 1867). The measure was referred to the Home Government in a Despatch*, from which the following extracts are made :—

* No. 9 of 1867, dated 22nd February.

"*Para.* 5.—We do not, indeed, object to such cesses when of moderate amount, and when the assessment of the land revenue is also not excessive. In the present instance the percentage on the land revenue is no doubt very high; but, on the other hand, we believe the latter to be generally extremely light in Bombay; and, on the whole, we are of opinion that the agricultural population in that presidency can well bear the additional impost.

"6.—It is, indeed, asserted by the Bombay Government that the cess has been paid for some time without exciting any discontent, and it is no doubt also true that if its levy were now discontinued, it would be extremely difficult to re-impose it hereafter.

"8.—We are * * * of opinion that in all places in the Bombay Presidency where a reservation was made, at the period when the engagements of the people for the current settlement were entered into, of the right of Government to impose a local rate

on land, the levy of the proposed one-anna cess may, after due notice to the people, properly be sanctioned, but that it should not be imposed, under other circumstances, during the currency of the existing settlement.

"9.—We are further of opinion that the proprietors and occupiers of land held in Inam should be on precisely the same footing, as respects the payment of the cess, as landholders who pay revenue to Government in the same district; that is to say, if the revenue-paying landholders of the district should be liable to the cess, the proprietors and occupiers of lands held by Inamdars in the district should also be liable to it, and not otherwise."

22. The Secretary of State, in reply, expressed himself to be favorable to the levy of the proposed one-anna cess, on the understanding that its continuance or introduction might be permitted in all districts where the population might be ready to agree to it as a voluntary contribution to be applied to purposes of local improvement. He accordingly authorized the Government of India to sanction the introduction of the necessary legislative measure into the Bombay Council.

23. In Scind a different cess exists, which I will now describe.

Local Cesses in Scind.—Bombay Act VIII of 1865.

In 1856 Sir Bartle Frere, then Commissioner in Scind, ordered the levy, in 11 talooks of the province, of a cess of nine pie on each Rupee of land revenue, together with a shop tax of four annas and two annas, respectively, in substitution of certain miscellaneous taxes which had descended from the time of the Native Government. The proceeds of these taxes were applied to purposes of local utility and improvement. On the passing of the Income Tax, (Act XXXII of 1860,) Mr. J. D. Inverarity, who had succeeded Sir Bartle Frere as Commissioner of Scind, ordered the discontinuance of the local taxes on the ground that their collection had not been legalised. In 1861 the Government of India having called upon the Government of Bombay to suggest means for raising a revenue in Scind in aid of public works expenditure, it was proposed to levy for works of local improvement a tax of half an anna in the Rupee of land revenue collection. This suggestion was approved in December of that year, but pending the course of correspondence, the Bombay Government having had under consideration the subject of the large deficit in the revenues of Scind and the means whereby, after making all practicable reductions, it could be met, resolved to re-impose (with some modifications) on the whole province, under the authority of a legislative enactment, the taxes which had been introduced by Sir Bartle Frere, and had afterwards been abolished. A Draft Bill, to give effect to this object, was accordingly prepared by Mr. Inverarity. It provided for the levy of one anna in each Rupee of existing assessment, wherever the limit of assessment of land had not been authoritatively fixed for a term of years, and for the levy of a similar cess on collections on account of license tax and farms of land, or Sayer revenue,—one-half of the proceeds to be credited to Government as a set-off against the local expenses incurred by the State, as canal clearances, Imperial roads, public buildings, &c.; and the other half, at the discretion of the Commissioner, to be placed at the disposal of the local officers for

expenditure on objects of local improvement, such as "roads and "bridges, schools, hospitals, dispensaries, dhurrumsalas, canals, wells, "tanks, markets, and similar works of utility calculated to promote "the public health, comfort, or convenience." The Government of Bombay approved of this Draft Bill, and in October 1861 directed the Commissioner of Scind to impose the cess at once in anticipation of legislation. The sanction of the Governor General to the introduction of this Bill into the Council of the Governor of Bombay was applied for in July 1862, on which occasion it was remarked that the impost had been "levied for more than half a year without a murmur or "remonstance of any kind."

In September 1863 permission was granted to the introduction of the Bill into the Bombay Council; and after a correspondence, which has no bearing upon the measure in its effect upon education, the Bill was passed into law as Act No. VIII of 1865 (B. C.), and is still in force.

24. In its operation this Act differs from the practice in Bombay, in that there are no local Committees, the Commissioner being the sole controlling authority as regards expenditure. As to the populari-

Page 96, Report for 1866-67.

ty of the cess, the Inspector writes that—"It shares the objection "taken by the public to any form of extra taxation, but the facts of "its introduction without opposition, of its self-imposition in some "parts of Scind, and of the advantages which it brings with it, and "which seem to be generally appreciated, warrant the inference that "it is popular."

25. The working of the Bombay cess is thus described in the "Director's Report for 1865-66:—

"One main cause of the school extension, now taking place in Western India, has been the institution of a local cess for educational purposes in 12 Collectorates of the Presidency, *viz.*, Ahmedabad, Surat, Kaira, Khandeish, Sattara, Tanna, Poona, Rutnagherry, Belgaum, Dharwar, Canara, and Kulladghee. This cess having been imposed at a time of great agricultural prosperity appears not to have been unpopular with the people. The Educational Inspectors report on it as follows :—

"'That this cess is popular with the people, and that they recognise the advantages to be derived from its judicious administration, would appear from the fact that, in several places where it has not hitherto been levied, the people have come forward and volunteered to pay it. This has been the case in some villages of the Nusserapoor Talooka of the Tanna collectorate, and in several detached villages of the Poona collectorate.

"'This year we have had the full benefit of the local cess, which has enabled us to open a large number of Vernacular schools, and to erect school houses in places where they were most urgently required, as mentioned above. The cess is, I believe, paid willingly, and the people appear to be fully alive to the benefits to be derived from it; and from the large increase in the number of scholars, it is evident that they are determined to avail themselves of its benefits to the utmost.'

"The educational progress of the Deccan and Guzerat can only be emulated in this ('the Southern') Division, where a local cess is available for schools here, as there.

"The local cess has not only produced large additional funds for educational purposes without any call upon the Imperial revenues, but has also stirred up a spirit of interest in education throughout the country, the local funds being placed at the disposal of Talooka and Zillah Committees, subject to joint sanction from the Revenue Commissioner and the Director of Public Instruction. These Committees have been set to consider and make

known the educational wants of their own talookas and districts. At first there was a tendency in the local Committees to seek the extension of English or Middle Class schools, to the neglect of Vernacular or Lower Class schools. This course, if followed out, would have caused a misappropriation of the local funds, which, having been entirely subscribed by the cultivator class, should, in the first instance, have been applied to the establishment of Vernacular of village schools, such as the children of the ryot would attend. A Resolution of Government (No. 684, date 14th October 1865) has authoritatively settled this point, and now no assignments of local funds to English education are sanctioned in this office unless the Collector of the district in question can furnish a certificate that the educational wants of the district as regards primary schools have been supplied as far as possible."

26. In the year under review the progress of the cess will be found in detail in the extract from the Director's Report given below, in which it is satisfactory to see—(1) that "the cultivator class has especially come under its influence"; and (2) that the pupils in cess schools are tested and returned by regular standards of examination which have recently been introduced. From both passages it will be seen what a powerful instrument of education for the masses has been brought into play, and how efficiently it is working.

27. The statistics of the cess are as follows :—

Years.	Assignment.	Increase of Schools for primary education.	Increase of Scholars.
	Rs.	No.	No.
1864-65	2,15,359	148	12,529
1865-66	3,13,524	229	23,041
1866-67	3,81,795	253	12,715
Total ...	9,10,678	630	48,285

The present number of Lower Class Government schools is 1,357 with 79,189 scholars. This development is, I think, unequalled in any part of India.

28. There has been some controversy about two questions in connection with the cess in Bombay—(1) whether the cess is, or is not, a portion of the Imperial dues, *i. e.*, whether all or some portion of the 6¼ per cent. that now goes to local purposes would not go straight to the Imperial coffers if the assessments in Bombay were strictly made up to the limit generally imposed in Northern India, namely, 50 per cent. of the net assets of the land, exclusive of cesses. This question is rather one of revenue than education and need not be discussed here.

29. The second point is whether the payment of the cess is a voluntary payment.

This point is important in its connection with education, because a voluntary contribution made by the people for education is held on the grant-in-aid principle, to be entitled to an equivalent from the State. The Bombay Government has urged that the cess is willingly paid and resembles a contribution made by a Municipality. To this it has been objected that, whatever may have been the voluntary element in it at starting, the continuance of the payment can hardly be voluntary in the sense that a municipal contribution is voluntary, because

the latter can be increased or diminished, or stopped altogether, at the pleasure of the rate-payers; whereas it would be a very retrograde and improbable movement to allow the one-anna cess to be given up, and with it the whole scheme of elementary education, whatever might be the change in the sentiments of those who contribute it. On the above grounds, it has been held that although possibly the cess may be willingly paid, it is not purely voluntary, and consequently is not entitled to an equivalent contribution on the grant-in-aid principle, even if the funds for such a contribution were at the disposal of Government.

30 Before leaving this subject, the question will naturally occur, how is it that in Bombay so large a tax as 6¼ per cent. of the land revenue has been collected for three years without apparent hardship or complaint; whereas on this side of India two per cent. is the highest rate that can be raised, and that only in the Central Provinces, where the assessments are, as a rule, decidedly light, while half per cent. only has been contributed by the people in the North-West. There seem to be two causes,—(1) lightness of assessment, to which I have already referred; and (2) the cotton trade. From 1862 to 1866 a flood of wealth, estimated at 82½ millions of pounds sterling, burst over the Bombay presidency; and as over speculation and the action of companies of limited liability were in the main restricted to the presidency town, the agricultural* classes have probably become far richer than in any part of India. But the Bombay Government would seem to be entitled to the credit of having seized upon a sudden and fortuitous flush of prosperity as the opportunity to establish a means of conferring upon the people the great boon of education for the masses.

Local rate in Madras.

31. In Madras, as explained in the Note for last year (paragraph 15), there is an Educational Act (No. VI of 1863), the object of which is to provide the Revenue Authorities with the legal means of enforcing a rate which, it is alleged, was imposed upon certain towns and villages in the Godavery district, with the consent of the principal inhabitants, for the maintenance of schools of elementary instruction. The Act is also capable of extension into other districts and for other educational purposes, and the rate appears to vary at the discretion of the Commissioners. From the preamble of the Act (which is quoted in the margin), there would seem to have been a want of unanimity among the inhabitants of the district even where it was first imposed, either at the time of petitioning for the schools, or

Whereas, in certain towns and villages, situated in the Delta Taluqs of the Godavery district under the presidency of Fort Saint George, schools for elementary instruction have been established and maintained by a rate imposed by the Revenue Authorities, with the consent of the principal inhabitants of such towns and villages; and whereas there are no legal means of enforcing such rate, and it is expedient that provision should be made for the permanence of the said schools in those places in which the inhabitants desire to maintain them, and to enable the inhabitants of such towns, villages, or places, to assess themselves for the purpose; and whereas it is expedient that, in other towns, villages, and places in the said Godavery district, as well as in the other districts subject to the presidency of Fort Saint George, the inhabitants should be enabled to assess themselves for educational purposes, it is hereby enacted as follows:—

* See an interesting article in the *Friend of India* of 12th January 1865 on "Prices and Poverty."

subsequently. In any case, the operation of the Act has not been very successful, the difficulty apparently being that its extension is made to turn on the *purely voluntary* action of the people, whereas experience elsewhere in India shows that purely voluntary contributions, often made through the influence of particular officials, are a very precarious basis for any measure of permanence; and that no large system of elementary education can be placed on any sound and lasting footing, except when the funds are provided by a measure which, however originated, is sufficiently compulsory to be independent of individual caprice.

32. Moreover, it is clear, from the Inspectors' reports, that there is sometimes a difficulty in deciding what is "purely voluntary" action on the part of the inhabitants. In one year there may be a majority in a village in favor of education and the extension of the Act may be petitioned for, but in the following year a new Collector may come who does not interest himself in education, or the harvest may be bad and money scarce, or the majority may cease to appreciate the benefits of education, and may resent the payment of the rate. The Act would then have been imposed, and unless suspended by the special action of Government,—a measure that would probably be attended with some difficulty and delay—it must remain in force in that district for five years, and yet it would seem an inaccurate representation of facts to call its action voluntary where the majority of the inhabitants may be against it. This point is strongly put by the Inspector of the 1st Division, who asserts that there "can be little "doubt that, if a free voice were allowed in several villages, a majority "would elect the discontinuance of the schools." ¶ 42, page 19 Inspectors' Reports.

In another district an Inspector reports that the people refused to pay when the Act came to be put in force, the Acting Sub-Collector being of opinion that the action taken had been premature in some cases. Page 58, ditto.

Another Inspector (of the 2nd Division) reports that the original applications for the schools in the sub-division "*were got up by* the praiseworthy efforts of Mr. Whiteside, one of the Sub-Collectors of the district." Thus it would appear that even where the Act is introduced, it is introduced sometimes through the influence of a particular official; but such influence being personal, and in this country generally short-lived, exposes the whole system to the objections discovered in 1859, and thus commented on by the Home Government:— Page 56.

"The difficulties experienced by the officers of the department of education, in establishing a general system of popular schools on the basis of the existing Rules for the administration of grants-in-aid, have been already referred to. But apart from the difficulty, and in many cases the impossibility, of obtaining the local support required for the establishment of a school under the grant-in-aid system, it cannot be denied that the mere requisitions made for the purpose by the officers of the Education Department may have a tendency, not only to create a prejudice against education, but also to render the Government itself unpopular. And besides the unpopularity likely to arise from the demands on the poorer members of the community, made in the way either of persuasion, or of authority, there can be no doubt that the dignity of the Government is compromised by its officers appearing in the light of importunate, and often unsuccessful, applicants for pecuniary contributions for objects which the Government is confessedly very anxious to promote." ¶ 9 of Despatch of 1859.

Grants-in aid to Vernacular Schools.

Sec. 3. 33. Another difficulty in the Act seems to be that it gives the management of the rate schools to a body of Commissioners who in villages must be chosen by the Collector from among the ryots, and are consequently quite uneducated, as a rule, themselves, and are unequal to the intelligent control of a school, and unfit to decide upon the branches of learning and the rules of discipline to be enforced therein. The Reports of the Inspectors teem with complaints of the incompetency* of these Commissioners, their want of unanimity, and their indifference to the duties entrusted to them. Mr. Garthwaite alone, the Deputy Inspector of the Malabar and Canara Circle, gives at all a favorable account of them.

34. Lastly, it is evident that the Act does not always work harmoniously, but leads to recriminations between the District officers and the educational authorities,—the former distrusting the voluntary element represented by the latter, and the latter blaming the inaction and want of co-operation in the former. In fact, the Madras Government seems now to admit that the education of the masses cannot be expected from the Act; for in the review of the operations of the year, it is observed that "the Act is not well adapted for being successfully applied to small villages, though well suited to large villages and towns in which there are intelligent persons to act as Commissioners."

Page 58. Pars. 53. " 71. Inspectors' Reports.

35. Hence, although during the year there has been an increase in schools of the Lower Class in Madras from 842 schools with 16,909 scholars, to 985 schools with 19,510 scholars, yet there has been no extension of the Act; on the contrary, rate schools have decreased from 95 to 84, it having been ascertained that the assent of the inhabitants in certain villages had not been really voluntary. The increase in the number of lower class schools has been obtained under a new and totally different system,—the system of payment for results†. It is to this new system, and not to the operation of the Act, that the Madras Government is now apparently disposed to look for the extension of elementary education; but it may be feared that, if this system alone is persisted in, elementary education for the masses must be very far off in Madras. The system of payment for results has on many grounds, been considered unsuited to elementary education, not only on account of the expensive‡ and cumbersome machinery of inspection which it involves, and the difficulty of checking the expenditure, but because under it the action of Government is not to establish schools where they are most wanted, but to assist them where they are already established, and where, *primâ facie*, there is less need of State assistance than in those districts where there are no schools at all.

36. Without going so far as to assert that the introduction of a general cess into Madras is possible, or even desirable, for this depends

* One Inspector complains of "the almost total incompetency of the Commissioners" (page 57); another (page 17) says that a "school is gradually declining owing to the conduct of the Commissioners which deserves a stronger name than mere indifference."

† For an account of this system see correspondence in Appendix.

‡ The local Government, during the year, has increased the establishment by three Directing Inspectors and 18 Inspecting School Masters.

on a variety of considerations foreign to a note on education, yet it may, perhaps, be said that a better illustration of the soundness of the principle advocated in the Despatch of 1859, and of the superiority of even a *quasi* voluntary rate over a purely voluntary rate could hardly be found than in the contrast of the working of the Bombay cess with that of the Madras rate. Both measures have been in force for about the same time; I annex the statistics of their respective results:—

YEARS.	BOMBAY.		MADRAS.	
	Annual increase of cess Schools.	Annual increase of Pupils.	Annual increase of rate Schools.	Annual increase of Pupils.
1864-65	148	12,529	75	1,521
1865-66	229	23,041	4	430
1866-67	253	12,715	5	Not given, eleven schools having been closed, but the total number of pupils in the existing 84 schools is 2,802.
	Present number of schools is 1,357.	Present number of pupils is 79,189.		

37. The North-Western Provinces have long been remarkable for success in the diffusion of elementary education on the Hulkabundee system, for a further account of which I must refer to paragraphs 173 to 180 of the Note for 1865-66. But in estimating the progress of the movement in the North-West, it is but fair to other provinces that the "important modification," to which I have referred above, should not be lost sight of; it being only in the North-West that the Government has shared the burden equally with the landowner. The extracts from the Director's Report given below, will show favorable progress during the year under review, but there is a want of precision in the information supplied as the standards of examination by which these schools are tested and returned. In the new settlements which are now in progress the cess is being consolidated in the 55 per cent. of the net assets of the land taken by the State, so that henceforth, to quote the order of the local Government, "the whole of the local cesses "will in future be defrayed, not by the landowner, but out of the share "of the rent which has alway been the admitted right of the State, and, "therefore, no claim to any control or management of the funds on the "part of the zemindars could for a moment be sustained." Resn., dated 14th July 1866, para. 5.

The Local Cess in the North-Western Provinces.

Statistics.

Government Lower Class Schools	... 3,467	pupils	...	122,125
Aided " "	... 47	"		3,269
	3,514			125,394
Unaided*	... 5,071			58,168

* These are indigenous schools, neither aided nor inspected; they are not shown at all in the returns of other provinces.

38. But it is not quite clear how this view is to be reconciled with the history of the cess which has been given above. It will there have been seen that the cess introduced by Mr. Thomason, about the

year* 1850, was sanctioned by the Home Government, on the under standing—as a peculiarity in these provinces—that one-half was to fall on the landowner, and the other half on the State. Rules for the assessment of the cess were subsequently laid down in the "Saharun-
Pages 36 & 146. pore Settlement Directions," in which it is prescribed that Government demand is to be limited to 50 per cent. of the net assets of the land, and that the cess is to be deducted *before* the determination of the demand, and thus is to fall equally upon the landowner and the State. The local Government, however, now declares the Government demand to be 55 per cent. including the cesses. But it is not clear how any claim which the landholder may have had to a control over the proceeds of his share of the cess that he paid in addition to the Government demand is affected by the fact that the cesses are consolidated in a higher demand which covers them. The payment seems to come as directly from his pocket as before. In fact, if any change has been made at all by the consolidation of the cess, it would seem that whereas one-half of the cess was formerly, under the old settlements, paid by the State, it is now all paid by the people,—the voluntary element and the State's share of the payment having practically disappeared.

Moreover, it would seem to be somewhat undesirable, for the view to be established in the minds of an agricultural population, that the local cess is paid "no longer by the landowner, but by the State;" for if so, it ceases to them to be a local cess at all, and becomes simply a grant from the Imperial revenues. It is true that, under such circumstances, "the landowner could not for a moment sustain a claim to a control of such funds;" but this would chiefly be because the whole character of the cess would be lost. It would no longer be considered a local rate for local purposes, and the cess-payer would cease to have any more interest in its expenditure, than he has in expenditure from money collected in another part of the empire. This view might gather confirmation from the succeeding paragraphs of the same Resolution, in which it is broadly stated that "the cess is imposed for the benefit of the community at large," whereas, in other provinces, its proceeds are strictly localised.

However this point may be, and the question is rather one of revenue than education, there would appear to be no change intended in strictly devoting to education the same proportion of the land revenue receipts which has hitherto been appropriated to that purpose, or in devoting it to the education of the lower classes by whom, or for whom, the cess is contributed.

39. As regards the cess in the four permanently settled districts of the North-Western Provinces, I find that, in his report for 1863-64, the Director of Public Instruction wrote as follows:—

"The Inspector and joint Inspector rightly congratulate themselves on the successful introduction of the school cess throughout the circle. They say, 'notwithstanding that we had four districts permanently settled like Bengal in our circle, we have succeed-

* Mr. Thomason's earliest proposal was made in 1846, to the effect that, in every village, a schoolmaster should be entertained as a "village servant;" but nothing definite, apparently, was done until 1850.

ed in inducing the landholders of these, as well as those which have still several years of their last settlement to run, to give in voluntary agreements to pay their portion of school cess, and it is a source of infinite pleasure to us that, when the other circles, much older than ours, have still districts or portions of districts without the Hulkabundi system, it has universally been introduced in this circle. If the object was of the establishment of our department, what the late most lamented Mr. Thomason said, to enable the zemindars and the cultivators to understand the village accounts and the Putwari's papers, we can now fairly say we have brought education within the reach of every living soul in the circle. To prove how far it is done, or is being done, I shall suggest to add a column in the coming decennial census statements, to show how many of the male population can read and write. This will afford important data for our future calculations, and laying down of principales.' This subject has already been mentioned to His Honor.

"With reference to the cess (½ per cent.) contributions of zemindars in the permanently settled districts, the Inspector strongly urges the grant by the Government of a money contribution of equal amount, on the grounds that the promise was distinctly given to the contributors at the time of assessment. The then Agent and Commissioner, Benares, in a letter dated 11th September 1863, to the address of the Inspector, writes:—'I induced the landholders of the permanently settled districts to agree to pay one-half per cent. school cess, on the distinct understanding that, if they did so, Government, as in fairness bound, would pay the other half per cent. I would not otherwise have asked them to pay.' Mr. Tucker encloses the copy of a letter to himself from Mr. Colvin, the Lieutenant-Governor, on the same point, dated 28th April 1857, in which that high official says—'By and bye we must ask for a money—eight annas contribution by Government for your permanently settled districts, where the zemindars have agreed to pay that amount.'

"Now that the use and permanency of the village schools are established, and the financial condition of India has recovered from the strain of unavoidable political calamities, the time pointed to by Mr. Colvin seems to have arrived. The money eight annas contribution may be paid either in the form of a yearly allotment to these districts, equal in amount to the one-half par cent. collections, or in the form of a monthly grant-in-aid, equal to the monthly expenditure on the schools established in the districts by the sole aid of the local cess. The latter, as a measure, more in consonance with the drift of the educational despatch of 1854, seems to me the most desirable. In either case it will be necessary to make a provision in the Budget Estimates. If His Honor approves, I propose to make this matter the basis of a definite proposal before the time comes for preparing the estimates for 1865-66."

Upon this the Lieutenant-Governor stated that he would be glad to receive the Director's proposal, and that he would submit it for the favorable consideration of the Government of India. Accordingly, in November 1864, a definite application was made for Rs. 20,000 as "an equivalent of the half per cent. voluntarily contributed by the zemindars of Benares, Mirzapore, Ghazeepore, and Jounpore." The application, owing, apparently, to insufficient explanation of its exact nature, was at first refused, but subsequently, on its being represented to be quite voluntary, was sanctioned in February 1866, and the grant was included in the budget for that year.

The result of this measure is thus described in the report of the current year—

"The liberal concessions of the Government to give their quota of the school "cess in the permanently settled Benares province has doubled our means to open, "support, and improve the Village Vernacular schools in the four districts, namely, "Benares, Ghazeepore, Jounpore, and Mirzapore;—it has not only doubled our "means, but proved to the people beyond a doubt that the Government is scrupulously "faithful to its word and principle;—it has enabled us to ask for more, and it has prepared "the people to give us more. Subscriptions for building school-houses—even for Hulka-"bundi school houses, for which the people already pay a cess—are pouring in, and we

"have nothing left to complain of. We have received all possible assistance from the "District officers in furtherance of the cause of education, and if it be not too much "presumption on our part, we may be allowed to say that we enjoy the full confidence of "the people."

If the change, which has been introduced by the new settlements, into the character of the cess in the other districts of the North-West, has been rightly interpreted (in paragraph 38) above the concession made to the zemindars in these four permanently settled districts is, or shortly will be, the only relic of the important modification under which theGovernment unnecessarily "shares with the landowner" the burden of a payment which is entirely raised for his benefit, and over which their is no imperial control. In all other provinces, where cesses exist, the principle laid down in the despatch will be strictly in operation.

Educational Commitees in the North-Western Provinces.

40. During the year an important movement has taken place, which, as it will no doubt contribute largely to the spread of elementary education and to the best utilization of the cess, should be mentioned here. I refer to the systematic organisation of Educational Committees in each district which are thus described :—

"Local Educational Committees, composed of influential members of the community, both official and non-official, will at once be formed in every district in these provinces for the purpose of exercising supervisory functions over the Government schools in the district under the control of the Director of Public Instruction, and co-operating generally in the promotion of education.

"The Committee will be expected to meet at least once a month, and to submit to the Director of Public Instruction an Annual Report on the state of education and the condition of the schools in the district on or before the 1st March of each year.

"Local Committees will issue no direct orders to, nor in any way directly interfere with the officers of the Educational Department. Any action they may desire to take must be through the Director of Public Instruction, or by representation through him to the Government.

"All schoolmasters and officers generally of the department will at once supply all information in their power on educational subjects, to the local Committees, on the requisition of the Secretary.

"The Judge, Magistrate*, Joint Magistrate, Assistant Magistrate, and Civil Surgeon, the Principal Sudder Ameen and Moonsiffs, the Tehsildars of the district, and the Deputy Inspector of Schools shall be *ex-officio* Members of the District Educational Committees.

* Or Deputy Commissioner and Assistant Cemmissioner, as the case may be.

"The Judge, or in his absence the Collector and Magistrate, shall be President of the Committee, which will elect its own Vice-President and a Joint Secretary, and lay down rules for the conduct of business. The Head Master of the District English School (where there is one) will be *ex-offico* Member and Joint Secretary to the Committee.

"The Commissioner of the Division and Inspector of Schools will be *ex-officio* Members of the Committees within their circles.

"The above-named Officers and the Members of the Scientific Institute are appointed members of the District Educational Committee in the Allyghur District, and the Secretary to the Institute and the Head Master of the Allyghur English school are appointed Joint Secretaries. It must be understood that the jurisdiction of local Committees shall in no case extend to Female schools.

"Nominations of members of Committees must be submitted for sanction of Government through the Collector and Magistrate.

"Educational Committees, composed of the above-name *ex-officio* Members, are appointed in all districts, and are requested to meet without delay, and to submit a selected list of influential gentlemen whom they would recommend, and who are willing to act as members of the District Committee, in view to their appointment as such."

The result of the working of these local Committees, which seem to be analogous to the Collectorate Committees in Bombay, has yet to be seen, but their action will probably be very beneficial. They combine the intelligence of the local officials with the general co-operation of the people, and at the same time they have no power, by direct interference to hamper the action of the department in any one locality. They must act through the Director, and thus sufficient unformity seems secured. Already in the North-Western Provinces the strong point of the system seems to be the large interest in educational matters, which has been aroused throughout the community, as is shown from the return of private subscriptions and endowments which amounted in the year under review to Rs. 1,17,487, and this it will be remembered is over and above the proceeds of the cess. This interest cannot fail to be still further developed and utilized by the re-organised Committees.

Education in the Punjab.

41. The cess in the Punjab corresponds very closely with the principle advocated in the Despatch of 1859. It is entirely paid by the landowner in addition to the land tax ; and though willingly paid is not voluntary, but is assessed with the regular Government demand, and is mainly devoted to the education of the agricultural classes.

42. I am indebted to Captain Holroyd, the Officiating Director of Public Instruction forthe following interesting account of this cess, and of its effect upon elementary education :—

Origin of the Cess.

"Before the formation of the Punjab Education Department, the agriculturists of several zillahs were induced by District officers to contribute a small percentage on the land revenue for the support of schools. On the appointment of a Director of Public Instruction in 18 , and the organization of a separate department, it was thought desirable that the educational cess should be extended to the whole province, and an order was issued that, where the settlement had not been completed, one per cent. on the revenue should be levied for the maintenance of village schools, and that in other cases District officers should endeavor to induce the people voluntarily to subscribe to the cess. In July 1857 Mr. Arnold, the Director, was able to report that the cess was then 'being levied in far the greater portion of the Punjab.' It was long, however, before the full amount was raised throughout the whole province. Thus it was not till 1864 that the people of the Hooshyarpore district, who were amongst the first to raise a cess, agreed to contribute at the rate of one per cent., and the cess in this district must still be viewed in the light of a voluntary contribution as it has not yet been included in the settlement.

Districts made over from North-Western Provinces.

"In the districts made over from the North-Western Provinces after the mutiny the cess had already been introduced, but not on one uniform plan for every district. Thus in the Goorgaon district the people in the villages contained in each 'hulka' contributed amongst them sufficient to pay the salary of the village teacher of that particular 'hulka'.

Cess now levied in every district except Hazara.

"The cess is now raised in every district of the Punjab at the rate of one per cent., with the exception of Hazara where it is taken in one village only.

The table given below will show the annual estimated income from 1856-57 to 1868-69. I regret to state that there is in this office no record of the amount actually realized, and I have been unable to procure the desired information in Lahore. It is doubtless very essential that the actual income should be known, and it will accordingly in future years be ascertained aud recorded in this office."

Income from 1856-57.

Memorandum of the estimated Income of the One per cent. Educational Cess Fund.

Years.	Amounts.	REMARKS.
	Rupees.	
1856-57	1,38,034	Balance in hand on 30th September 1867, as per Statement of Accountant General, Rs. 1,91,231-13-5.
1857-58	1,51,544	
1858-59	1,92,002	
1859-60	1,75,226	
1860-61	1,89,970	
1861-62	2,04,943	
1862-63	2,08,908	
1863-64	2,10,000	
1864-65	2,10,000	
1865-66	2,10,000	
1866-67	2,12,710	
1867-68	2,07,422	
1868-69	2,10,083	

Objects on which cess at first expended.

"The one per cent. cess was originally contributed for the support of village schools, and the amount raised in each pergunnah was, as a rule, expended in that pergunnah; a small proportion also of the cost of the supervising agency was borne by this fund.

System introduced in 1860.

"In the year 1860 the department was thoroughly re-organized, the old system was swept away, and an entirely new order of things was introduced. It was then ruled that the cess collected annually in all districts, together with the accumulated balances of the same, should be formed into one general fund, which was to be expended in the following proportion :—

"The first charge was to be the cost of Tehsilee and Female schools—'after that, 10 per cent. of the balance of each year's income was to be set aside for the salaries and contingent expenses of School Mohurrirs*; five per cent. for the publication of the Sarkari Akhbar; four per cent. for contingent expenses of all Vernacular schools, including cost of prizes given by District officers; six per cent. for stipends of teachers studying at the Normal school, and the remainder was to be devoted to the maintenance of village schools; the number allowed for each district being, as a rule, in the direct ratio of its annual income from the educational cess';—any small savings that might accrue from month to month might be expended by District officers in prizes, &c.

Charges transferred to Imperial revenues.

"Subsequently the Supreme Government consented to pay the salaries of Chief Mohurrirs and the cost of the Sarkari Akhbar, and to allow Rs. 40,740 per annum for the maintenance of one 'Model School' in each tehsil of the Punjab; and it has been ordered that Female schools, not intended principally for the daughters of agriculturists, shall be no longer maintained from the fund.

Town and Village Schools.

"Vernacular schools for boys are classed as town or village schools according to the standard to which they attain, and without reference to the locality where they may be situated. As a matter of fact, however, those that come up to the standard fixed for town schools, are generally situated

* *Note.*—The Chief Mohurrir was to be under the Deputy Commissioner of the district, and was to visit schools, to accompany the Inspector and the District officers on their tours, &c. The Assistant Mohurrir was to keep the accounts, make out returns, &c., &c.

in towns, though there are not a few schools situated in large towns that do not come up to this standard, and consequently appear in the returns as village schools. Of course there may be two or more town schools, or there may be none whatever, in any particular tehsil.

Grant from Imperial revenue for Model Schools, expended partly on town and partly on Village Schools.

"The grant from the Imperial revenue for 'model schools' is expended on town schools in tehsils where such schools exist, where they do not exist it is expended on the best village school in the tehsil. A town school often costs more than the grant made for a model school, and the difference is then paid from the one per cent. cess. During 1866-67 Government contributed Rs. 21,566-7-2, and Rs. 15,125 were paid from the one per cent. cess for town schools. For village schools the cost to Government was Rs. 24,712-12-2, and to the cess Rs. 1,39,326-10-7*.

Objects on which cess is now expended.

"The objects on which the cess is now expended, and the distribution of expenditure for the current year, are as follow :—

	Rs.	As.	P.	
Assistant school mohurrirs	502	0	0	per mensem.
Travelling allowance to chief mohurrirs	435	0	0	"
Cost of male schools, Town and Village	13,016	7	0	"
Cost of female schools, Village	862	0	0	"
Stipends to Normal school students	1,155	0	0	"
Stipends to Vernacular scholars selected from Vernacular schools and sent to zillah schools by District officers	352	0	0	"
Part cost of Normal schools	500	0	0	"
Scholarships to students of Vernacular schools sent to zillah schools by Inspectors	330	0	0	"
TOTAL ...	17,152	7	0	
Expenditure on educational buildings during 1867-68 ...	10,824	0	0	

The salaries of teachers employed in male schools, town and village, vary from Rs. 5 per mensem to Rs. 30 per mensem. As shown in the last paragraph, a large portion of the cost of town schools, and by far the greater part of the expenditure on village schools, is paid from the cess. The cost of erecting and repairing village schools is paid from the cess, which formerly bore the expenditure on various other kinds of educational buildings.

Hulkabundi system does not now exist in the Punjab.

"Originally the whole country was divided into 'hulkas,' and one school was established in each. It was intended that this school should meet the requirements of all the villages contained in the hulka. The system did not answer, and was soon abandoned. Boys from one village cannot easily be induced to attend a school in a neighbouring village, and it was found that more good could be effected by fixing the sites of Vernacular schools in the larger villages, or in those where the people showed some desire for education.

"It has been already stated that the cess raised in each tehsil was originally expended, as far as possible, in that tehsil; and that in 1860, when the department was re-organized, the cess was formed into one general fund, of which a certain portion was set apart for the cost of Tehsilee (afterwards town) and female schools and for school mohurrirs, for the Sarkari Akhbar and for contingent expenses, and for stipends to teachers at the Normal schools; and it was ruled that the number of village schools in each district, supported from the balance that remained after providing for these charges, should, as a rule, be in the 'direct ratio of the income' of the district. The various changes, however, that have occurred in the items of expenditure chargeable to the cess, have probably made it difficult, if not impossible, to observe this rule, as any fresh change must have altered the proportion of the expenditure from the fund in every district. Formerly there was a large unexpended

* *Note*.—From this it will be seen that the amount contributed by Government for Venacular schools is greater than the cost of town schools, though, of course, it would not be greater if any considerable number of village schools should come up to the higher standard. Major Fuller's original proposition was that all town schools should be entirely supported by Government, and all village schools by the one per cent. cess.

balance, and for some years the expenditure was allowed to exceed the income; of late, however, District officers have been invited to reduce the expenditure where possible, and every proposed increase has been disallowed.

At present expenditure or number of schools not in proportion to income.

"At the present time the expenditure in some districts much exceeds, and in others falls far short of the income; and though the above rule has not been formally rescinded, it has been allowed to fall into abeyance. To restore the proper proportion of schools will entail considerable reductions in some districts; but the present distribution of expenditure requires careful revision, as it appears to be regulated on no fixed principle, but to have resulted from the changes that have been made in the charges payable from the cess, and from a dislike to enforce the reduction of schools in localities where the income is small.

"To sum up, the fund is a general fund, but it was intended that, after providing for certain general charges, the balance should, as a rule, be distributed in proportion to the income of each district. In practice, this principle has not been observed, and in some localities the expenditure is much greater than the income, in others much less. A re-distribution of expenditure is necessary, but must be carried out with great care.

Machinery controlling expenditure.

"Expenditure in each district is sanctioned in accordance with the provisions made in the budget submitted by Deputy Commissioners to the Director, and passed by the local Government. Cheques on the one per cent. cess fund for the full amount sanctioned in the budget, and signed by the Director, are remitted monthly to Deputy Commissioners, by whom they are cashed. All appointments are made by Deputy Commissioners, who submit to this Office, monthly in the Vernacular, copies of the pay bills of establishments, and statements showing the balance in hand at the commencement of the month; the savings, if any, during the month; and the balance in hand at its close; also the amount expended on prizes, scholarships, &c. The original bills are retained in the District offices, and the money is disbursed by the Deputy Commissioners through their Tehsildars. The expenditure from this fund is shown in the annual returns of the department. The amount sanctioned for erection and repair of buildings is remitted to District officers, in advance, at the commencement of the year, by the Director, Public Instruction, Punjab, by means of cheques on the educational cess fund. At the close of the year the District officers render an account of the advances to the Director, Public Instruction, Punjab.

Effects of the Cess.

"The effect of the one per cent. cess has been to supersede many of the old 'maktabs' and 'patshalas', or to convert them into Government schools, and to extend education to numerous localities where no schools formerly existed. Amongst the rural population of the Punjab, a knowledge of the Oordoo language and of arithmetic has been widely diffused, and in many of our schools Persian is taught very much better than it could be learnt in the old 'maktabs.'

Reduction of indigenous chools.

"The number of students attending Vernacular schools had increased from 42,038 in 1859-60 to 62,355 in 1866-67. The statistics of indigenous schools are hardly to be depended on; for 1859-60 the returns gave 6,309 schools with 63,090 pupils; in 1866-67 there were said to be 5,434 schools containing 59,750 pupils. That the number of indigenous schools has greatly decreased there can be no doubt; this, however, is not to be attributed altogether to the operation of the one per cent. cess—as very many have been absorbed by the introduction of the branch school system in connection more especially with zillah schools.

Effect of schools on habits of boys.

"In some districts the effect of Government Vernacular schools on the manners and habits of the boys is very remarkable. In 1858-59, when many of these schools were first established, the wildest reports were circulated, and it was asserted that Government, after collecting all the little boys, intended to send them down to Calcutta with some ulterior object that was not clearly explained, but in a short time the scholars were ready to come in any distance for an examination. When the discipline maintained in a district is good, all the boys who appear at an examination are neat and clean in their persons, and are provided with every requisite, such as paper, pens, ink, &c., &c. This is particularly the case in the Loodhianah district (where the standard of education in village schools also is unusually high), and is to be attributed to the active supervision of the chief mohurrir. The effect produced by many of our village schools in teaching habits of neatness, order and cleanliness to the rural population is of great importance.

"It cannot be said, however, that there is any general desire for education amongst the agricultural population, and though there are many places where the lumberdars do take a genuine interest in the schools, the proportion of such places is small. The old idea still prevails very extensively, that if a boy goes to school he is of no use for the plough.

No general desire for education amongst agriculturists.

"There are no means of ascertaining the number of boys who have received an education in schools supported from the one per cent. cess. It would be advantageous if certain definite standards were fixed, and the number of boys who passed annually by such standards were recorded. In the absence of such a system (which would no doubt present some difficulties which need not be discussed here) the educational progress that has been made can be judged by observing the number of boys in each class as detailed further on,—remembering at the same time that neither arithmetic, nor geography, nor history, nor mathematics, would, under the old system, have been learnt by any of the boys who attend the schools; and that, even Persian, if taught at all, would have been taught, with few exceptions, in as inefficient a manner as can be conceived.

Progress made in education.

"There is one uniform scheme of studies for all town and village schools in which Oordoo is taught. The scheme provides for eight classes, though comparatively few schools possess them all. A town school must contain 50 boys, of whom 20 must be above the 6th, and some above the 4th, class. All that do not come up to this standard are village Schools. The study of Nagri is carried on, as a rule, much more extensively in districts that formally belonged to the North-Western Provinces. The Nagri classes correspond with the lower classes of Oordoo schools, and the boys are, when possible, encouraged after finishing the Nagri course to continue their studies in Oordoo and Persian. Many commence Oordoo before they reach the 1st Nagri class. There are altogether in town and village schools 9,457 students who learn Nagri.

Standard of Town and Village Schools and subjects taught.

"The following table exhibits the number of agriculturists and of non-agriculturists, and also the proportion of Hindoos and Mahomedans and boys of other religions (principally Sikhs), in town and village schools:—

Classes who attend Town and Village Schools.

	Hindoos.	Mahomedans.	Others.	TOTAL.	Agriculturists.	Non-Agriculturists.
Town Schools ...	5,702	2,332	564	8,598	4,458	4,140
Village ,, ...	26,823	21,264	5,670	53,757	40,434	13,323

The schools are attended by people of all classes except the lowest. Though there is no rule on the subject, Chumars, and boys of very low caste, are virtually excluded. In some cases the sons of Sardars attend village schools, and their relatives occasionally show much interest in their progress. Where village schools exist, the sons of some at least of the lumberdars are generally found. The childern of officials, tehsildars and others are often to be found in town and village schools, and many of these officials exert themselves strenuously to promote the prosperity of Government schools. The amala, however, as a class, are still decidedly opposed to the Govenment system of Vernacular education, and entertain a strong repugnance to history, geography, arithmetic, &c. At the same time this prejudice, which was general with all Natives amongst whom the study of Persian prevailed, has much diminished of late years. In some towns the principal people of the place, whether Hindoos, Sikhs, or Mahomedans, send their children to the Government school; in others they hold aloof, and the school is attended by the poorer classes only.

"Attached to many Vernacular schools are English departments, the teachers of which are maintained on the grant-in-aid principle. There are altogether 53 such schools, and these are more largely attended both by the richer classes and by the children of Government officials than schools where no English is taught."

English Department attached to some Schools.

43. Turning now to the smaller Administrations I find that the Oude educational cess was levied for the first time at the commencement of the regular settlement which is now in progress, and which has succeeded the summary settlement for 10 years made on the annexation of the province. It is a levy of $\frac{1}{2}$ per cent. on the gross rental, or 1 per cent. on, and in addition to, the Government demand, calculated at one-half of the gross rental, and it is paid by the person or persons admitted to engage for payment of the Government revenue. Its amount, and the mode in which it is collected under the settlement now in progress, were thus defined in the Chief Commissioner's Circular* of July 1861:—

Educational Cess in Oude.

"Besides the Government demand, it has been usual, heretofore, to provide for "the payment of 1 per cent. on the Government jumma for the Road Fund, and "certain sums for the payment of Chowkeedars and Putwarries. In the older "provinces it is also customary to take engagements for the payment of 1 per cent. "on the Government demand for the School Fund, and for $\frac{1}{4}$ per cent., or four annas per "hundred rupees for the district dâk. All these cesses are usually engaged for as "part of the revenue of the mehal and are made payable with the Government demand "into the tehsil, and are realized by all the processes applicable to the recovery of "arrears of revenue.

"Of the Road, School, and Dâk Funds, the Road Fund only has as yet been "levied in Oude. The levy of any cesses, in addition to the Government demand "proper, is viewed with great suspicion by the people, who regard them as exactions "to which no limit can be assigned: and by far the preferable course, in the Chief "Commissioner's opinion, is to include all cesses in the Government demand, and to "set aside, from the general revenues thus raised, a fixed proportion for specific "objects. The people greatly prefer this course, as they then consider that the "State, by devoting a portion of its revenue to the maintenance of institutions "calculated to confer great public benefits, is performing its proper functions, "towards which they should not be called on to contribute.

"The Chief Commissioner has, therefore, with the consent of Government, deter-"mined to fix the Government demand "at $51\frac{1}{4}$ per cent. of the average gross "rental; and of this sum 50 per cent. "will be credited to Government, and $1\frac{1}{4}$ "per cent. will remain at the disposal "of the local Government, to be devoted "to the purposes marginally noted."

Road Fund, in the proportion of $\frac{1}{2}$ per cent.
School Fund ditto ditto, $\frac{1}{2}$ per cent.
District Post ditto ditto, $\frac{1}{8}$ per cent.
Margin ditto ditto, $\frac{1}{8}$ per cent.
N. B.—One and quarter per cent. on the gross rental is equivalent to $2\frac{1}{2}$ per cent. on the Government jumma, calculated at one-half of the gross rental.

From this extract it is clear that, although the cess in Oude is included from motives of policy in the Government demand, yet it is in reality an addition to the demand proper, and the effect of so including it is only to make it the more compulsory on the landowner by whom it is entirely paid.

44. The cess is now devoted to village schools and the training of village teachers exclusively. These objects are not precisely those for which it was at first expected to provide. At first, the

* For this information I am indebted to Mr. A. H. Harington, Junior Secretary to the Chief Commissioner of Oude.

Chief Commissioner proposed that it should furnish half the cost of a training college, the whole cost of tehsilee schools, and also be spent on the extension and improvement of village schools, but the Government of India were of opinion that the proceeds of the cess should be spent exclusively on the training college and on village schools, and this view met with the decided approval of Sir Charles Wood.

Educational Despatch No. 12, dated 24th December 1863, paragraph 9.

"I quite concur in your opinion that the 1 per cent. school fund should be applied "to the establishment of the village schools, and not the maintenance of the tehsilee "schools, and your suggestion on this point should be made imperative, and measures "taken for the formation of such school, either in accordance with the Hulkabundi "system in force in the North-Western Provinces, or on any other plan which may be "thought more suitable to Oude, as soon as the completion of the settlement shall ren- "der available, in the several districts, the amount to be set apart for this purpose."

In reply to these instructions, the Chief Commissioner submitted a revised scheme, containing the following proposals, regarding the cess:—

"When village schools become numerous, additional inspectors of the lower "grade will be required, but they can be partly paid from the educational cess.

"The object of the Normal school may be confined to training the teachers of "the village and tehsil schools. The instruction will, therefore, be imparted through "the medium of the Vernacular languages, and will be of an elementary character. "It is proposed to charge the stipends of the village school teachers, while undergo- "ing a course of training at the Normal school, to the 1 per cent. educational cess, "which is, at this moment, in the course of realization, to the amount of about "Rs. 12,000 per annum, herein following, as the Chief Commissioner believes, the custom "in the Punjab."

45. In the Schedule of Establishments which accompanied this letter, the reduced cost of the training school was entered at Rs. 11,400, of which sum it was proposed to charge to the educational cess only Rs. 2,880, being the amount of salaries of 60 village teacher students, at Rs. 4 per mensem.

The Secretary of State, however, subsequently ruled that the 1 per cent. fund should, in accordance with the practice in the North-Western Provinces, and with the decision conveyed in his Despatch No. 12 of 1863, be expended only on the support of village schools and on Normal schools designed for the training of village schoolmasters.

Accordingly, the Chief Commissioner decided that "half of all the other charges"* of the training college, "except salaries of tehsilee teacher students," might be defrayed from the educational cess, as the object of the Normal institution was quite as much to train village as tehsilee school masters.

	Rs.
* *i. e.*, Head Master, at ...	... 300
Mathematical Master	... 60
Oordoo Teacher ...	... 50
Hindee	... 40
Books, servants, and contingencies	... 100
House-rent ...	... 100

46. As regards the financial control of the cess, it appears that the proceeds in each district are, within budget sanction, at the disposal of the Director of Public Instruction for expenditure in that

district. Deputy Commissioner, in whose treasuries any money belonging to the school cess may be deposited, comply with the Director's requisitions upon it, and Commissioners report quarterly, for the information of the Chief Commissioner, how much of the cess is available in each district on dates corresponding with the financial year. These returns show the balances from the preceding quarter, collections and expenditure during the quarter, and the balances at the close of the quarter. The requisitions "or school drafts" of the Director of Public Instruction are transfer receipts on Lucknow, and shown in the District Local Fund's Budget as charges against the "School Fund."

The "School Fund" Budget forms a part of the Distict Local Fund's Budget, and is subject to precisely the same scrutiny and control in its preparation by the Deputy Commissioner and local Committee in consultation with the Director of Public Instruction, and in its submission to the Chief Commissioner and to the Accountant General of the North-Western Provinces.

The principles by which it, in common with the other funds, which compose the local Fund's Budget of a district, is regulated, are these :—

(1.)—The funds are only to be devoted to the purposes for which they are intended.

(2.)—No expenditure can be inccurred without previous budget sanction.

(3.)—Gross receipts are to be credited to the funds, and all expenditure passed on bills against the Budget grants to be signed by the Deputy Commissioner.

(4.) Notwithstanding budget sanction and special sanction to any expenditure, in no case is money to be expended not actually in the treasury to the credit of the fund.

47. The cess, therefore, is strictly local. With the exception of the amount contributed from it in each district towards the cost of the Normal school, it is spent entirely in the district where it is collected, and the unexpended school fund balances of one district are not transferable to another; even the sum to be contributed by a district towards the cost of the Normal school is fixed at a varying amount from time to time according to its greater or less demand for village teachers.

As to the classes who attend the schools and the instruction given therein, the Director writes :—

"Village schools are attended principally by pupils from the agricultural classes, tradesmen, servants, and shop-keepers. Out of 7,462 pupils on the rolls at the close of 1866-67, 3,079 were sons of persons connected with the land, *i. e.*, zemindars, puttidars, kissans, &c. I hope to obtain more details regarding castes and professions this year.

"Village schools are Vernacular only. The course of studies includes—

"Reading, writing, grammar, geography, the main facts, and India in detail, History of India, arithmetic, simple and compound rules, vulgar and decimal fractions, simple and compound proportions;

"Mensurations of superficies and plane-table surveying.

"Some of the older schools have already a very respectable 1st class, and I should like to convert a few into town schools, teaching the above more thoroughly and in addition geometry, algebra, Persian grammar, and literature."

48. Such being the origin of the cess and system of its management, I now annex the statistics of its operations during the year under report, as compared with those of the previous year:—

	Collections.	Village Schools.	Pupils.	Expenditure from Cess.	Normal Schools.	Pupils.	Expenditure from Cess.
	Rs.			Rs.			Rs.
1865-66 ...	23,926	61	2,004	4,731	2	392	13,244
1866-67 ...	45,077	264	7,462	9,880	2	206	20,241

49. The prospects of the cess, as stated by the Director in his Report for the year, are very encouraging. He says—

"It may be well here to state briefly what we hope to be able to accomplish in this direction when the cess is fully levied. The cess is expected to yield about Rs. 11,000 per district per annum. Of this, Rs. 1,000 will be absorbed by the Normal school, and about Rs. 1,500 for books, rent, repairs, &c., leaving Rs. 8,500 for teachers, which, at an average of Rs. 100 each, will give 85 village schools per district, or 1,020 for the province. The area of Oude is about 23,000 square miles. Deducting the area of towns, which are provided with superior schools and jungles, which will require none, we may set down the area of the agricultural districts at 20,000 square miles. This gives one village school to every 20 square miles—*i. e.*, we shall be able to place a school, under a well-trained and fairly-paid teacher, within two and a half miles of every child in the province."

When these expectations shall have been realized, the problem of primary instruction for the masses will have been solved in Oude by a cess which, in all points, seems to correspond with the principle laid down in the Despatch of 1859.

Educational Cess in Central Provinces.

50. It appears that in 1860 instructions were issued by the Commissioner of Nagpore to the Survey and Settlement officer to introduce an educational cess at the rate of Re. $\frac{3}{4}$ to $1\frac{1}{2}$ per cent. on the jumma; but, owing to the incomplete state of the settlement operations, no cess was levied until the year 1862-63. It was then levied at the uniform rate of 1 per cent., the Government of India having ruled that the same proportion of the gross rental should be taken as land tax and as cesses in the Central Provinces as in Oude. The proceeds of the cess in the first year of its introduction were estimated at Rs. 51,000. Subsequently, in 1864, it was found that the local educational funds of the Central Provinces were inadequate to the requirements, and the Chief Commissioner proposed that the cess should be raised from 1 to 2 per cent. on the land revenue, on the ground that the land tax in those provinces was very moderate, and that the people could fairly afford to pay more. The Government of

India sanctioned the enhancement, on the understanding that it would be borne entirely by the zemindars, so that the proportion of the gross rental taken by Government and by the proprietors, instead of being 51¼ per cent. and 48¾, respectively, as in Oude, would be 52¼ per cent. and 47¾ per cent., as shown in the margin. The Government of India were of opinion that, as the Government demand had been reduced from an average of two-thirds of the rental to one-half, and that other cesses had been reduced, which in the aggregate used to mount up to 8 and 10 per cent., the enhanced rate would not press at all heavily on the landowners. The result of this measure has been that in 1865-66 the proceeds of the cess rose to Rs. 1,69,364, and in the year* under review to Rs. 1,67,153.

Taken by Government—

Government Revenue	50	per cent.	on gross rental.
Road Fund ...	1	"	"
School ...	1	"	"
Post ...	⅛	"	"
Margin ...	⅛	"	"
TOTAL ...	52¼	"	"
Taken by proprietors	47¾	"	"
GRAND TOTAL	100		

* 11 months.

Thus the whole cess is paid by the landholder in addition to the Government demand, and there is no voluntary element in it,—the one being levied just in the same way as the other, the difference being only in the appropriation and control.

51. In regard to the control and audit of expenditure from the educational cess, I am informed by the Secretary to the Chief Commissioner that (1) all bills chargeable to the school cess are audited in the Director's office; (2) that District officers annually prepare budgets, which are submitted to the Director, by whom they are to be approved or modified; and (3) that all charges against the school cess are paid by Treasury officers on bills signed by the Deputy Commissioner. The bills are then sent to the Director of Public Instruction, who checks and countersigns, or retrenches, or calls for explanation, as the case may be. From the Director the audited bills pass on to the Accountant General, who compares them with the entries in the treasury "sheet of payments," and finally brings the expenditure to account under the head "Local Funds, School Cess."

52. In regard to the objects on which the school cess funds are expended, it has been ruled that the following items shall be chargeable to the cess:—

"I.—Village schoolmaster's pay.
"II.—Village school cotingencies.
"III.—Half the cost of Normal schools.
"IV.—Village school buildings, or rents."

The Director, in concert with the District officer, can spend the school cess of a district on the above objects within that district, but he cannot spend any of the school cess of any district outside its boundaries; nor can he, without the special sanction of the Chief Commissioner, spend cess money on any other objects. With the exception of the expenditure on Normal schools, and perhaps a share of

book depôt contingencies, and such general charges, school cess money is never spent outside the district in which it is collected. The educational cess is thus, in no sense, a general fund, but belongs to, and is spent in, the district where it is collected.

Two exceptions, however, have recently been made to this rule :—

First, in the case of female schools, to which about Rs. 17,000 of the proceeds of the cess have been annually devoted with the sanction of the Government of India; and, *secondly,* of an increase to the salaries of the masters in town schools; but it is to be noted that a considerable number of the children of agriculturists can and do attend the town schools.

With regard to the classes who attend village schools, the Secretary writes :—

"Speaking generally, the children of agriculturists do not form any very large per-"centage of our total Government scholars. Village proprietors, whether Brahmins, "Koonbees, Teelees, Ladees, or what not, usually send their boys to school where they "can manage to do so; but the tenant class, or the occupiers, have not yet got into the "habit of sending their boys to school. Year by year the proportion of agriculturists "who send their sons to school is becoming larger,—we provide as many schools as "funds allow; we advise, urge, and press the people to use the schools; and we teach "gladly any boys, of whatever class, who may come."

53. The statistics of the working of the cess, and of the increase of village schools and scholars, are as follow :—

Years.		Proceeds.	Village Schools.	Scholars.
		Rs.	No.	No.
1862-63	...	51,000	338	7,464
1863-64	...	50,091	403	12,017
1865-66	...	1,69,364	546	19,984
1866-67	...	1,67,153	577	22,573

The Director now reports that in the whole of the Central Provinces there is one school in every block of $7\frac{1}{4}$ square miles, and that the proportion of pupils to population varies from 2 in a 1,000 in Raepore, to 30 in a 1,000 in Sumbulpore.

No Cess in British Burmah, Hyderabad Assigned Districts, Mysore, or Coorg.

54. In British Burmah, the Hyderabad Assigned Districts, Mysore, and Coorg, there has been no educational cess, and all that is done for elementary education there, will be found summarized in the tables or in detail in the reports below. In the two latter provinces the marked contrast in the proportion of pupils to population seems to deserve enquiry. In the Berars and in British Burmah, now that Directors of Public Instruction have been appointed, it may be hoped that the example set in Oude and the Central Provinces will be emulated, and that the claims of elementary education will not be lost sight of in the more attractive task of competing with other provinces for University distinctions.

55. In Bengal there is no educational cess, but it must not be supposed that there is no system of elementary education.

Elementary Education in Bengal.

For a history of the question and of the causes that have delayed its progress, I must refer to paragraphs 153 to 180 of the note for last year. It will be seen that, for many years, the subject has been and is still under discussion, and that, besides the ordinary grant-in-aid system

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there are four special systems of elementary education, all being tried with varying degrees of succeess. It must be confessed, however, that these system are all on a comparatively small scale. From the statistics given in the margin, it appears that the Government and Aided schools together, under all systems, only amount to 1,353, with 39,104 pupils, about one-third of the Hulkabundi schools and pupils in the North-West; and that the total expenditure, of which Government pays Rs. 71,471, is only about equal to one-half of the local contributions which are raised from the sparse and comparatively poor population of the Central Provinces.

In 1866-67, Rs. 2,34,269.

Statistics.

		Pupils.	Total cost.	Cost to Government.
	No.	No.	Rs.	Rs.
Lower Class Government schools ...	84	3,262	23,201	19,376
Lower Class Aided school	232	6,176	95,318	52,095
Receiving allowances under other rules	1,037	29,666		
TOTAL ...	1,353	39,194	1,18,519	71,471
Under inspection ...	277	6,970		
Not under inspection	728	22,061		
TOTAL ...	1,005	29,031		

56. I will now give an account, from the Inspector's Reports, of the several systems referred to in the statistics above.

The 84 Government schools, with their 3,262 pupils, consist of 60 schools in Behar with 2,312 pupils; 17, with 543 pupils, in the South-East Division; and 7, with 407 pupils, established in connection with the system of training schoolmasters that will be described below. Of the schools in Behar, the following account is taken from the Inspector's Report :—

"LOWER SCHOOLS.—The three years previous were necessarily a period of transition. Various measures had to be considered and carried into effect as sanction was obtained, and efficient instruments were found or trained for the work. Those measures are now giving results which correspond, more or less, with the time during which they have been in operation.

"To appreciate the progress which the lower schools have made, it will be necessary to go back to 1862-63, in the Report for which year is shown the condition of Government lower schools whose counterpart may be seen in the private *maktabs* and *patshalas* of the present day. Indeed, the former were a great deal worse, for they made a pretence of doing what they did not do, and deputy inspectors and teachers, and the peoples who figured in statistical returns, were demoralized by the imposition at which they connived, and the Government lower schools were brought into disrepute, from which they are now happily recovering.

Statistics.

Year.	Number of Students.	Annually for each pupil.			Remarks.
		Cost to Government.	Cost to public funds.	Total cost.	
		Rs. As. P.	Rs. As. P.	Rs. As. P.	
1865-66 ...	2,105	8 1 1	1 4 7	9 5 8	Inclusive of Rs. 7,062 from savings for school buildings.
1866-67 ...	2,312	6 8 10	1 5 5	7 14 3	Inclusive of Rs. 3,500 from savings for school buildings.

"The great start which lower schools in Behar have made during the year under report —and the fact is confirmed by the independent testimony of local authorities, who will be quoted further on—is due—

"*First*,—To the training schools which should have preceded, and not followed, the institution of schools for instruction.

"*Second*,—To the careful selection of head masters of training schools and deputy inspector of schools, and the more or less efficient teachers who have been sought out and trained for their duties by those officers.

"*Third*.—To the higher pay now given to lower school teachers, albeit still only double the wages of a common laboring man, at which figure the proper salary of a teacher had stood for many years.

"PROPORTION OF MAHOMEDAN STUDENTS IN VERNACULAR SCHOOLS.—On the singular preponderance of Mahomedans over Hindoos in the Bhaugulpore attached Model School, where the relative numbers are 60-40, the head master of the training school, Baboo Kalicoomar Mitter, observes—Our discipline and course of study is the same as observed in all Government English schools and colleges. We teach history, geography, and mathematics. Only all this instruction is given, not in English but in the Vernacular. Hence our school is more popular with Mahomedans, and the time-honored, though miserable, *maktabs* and *meeajees* are being drained of the Mahomedan pupils who will not go to an English school.

"Such is the important functions which Vernacular schools are performing, albeit only lower class schools, ill-supported and too little encouraged. They are drawing a large section of an influential class who have persistently kept aloof for the most part from English schools, where the pupils acquire the 'foreign dress and manners which will shut them out from Paradise,' and where the time allotted to Oriental literature and the language of their Koran, with the small consideration in which Arabic and Persian literature are held, are wholly inadequate and fall far short of the value set on it by themselves. The knowledge acquired in these Vernacular schools in some subjects up to the Entrance Standard is in others not much below it. And all who gain Vernacular scholarships, besides numbers in whose minds the Vernacular school has awakened the first desire for knowledge are so many additions from year to year on the roll of the higher English school which they might have never entered, but for the lower Vernacular school.

"There is yet another important service which they render, and it is one of great social and political significance. The special attention given to Arabic and Persian in Oordoo schools, and the inclusion in Hindee schools of Sanscrit literature and the classical Ramayan and Premsagur, venerated by the Hindoos as their sacred *Purans*, help to set at rest deeply-rooted suspicions, and to fill up the breach due to divergence of faith, language, and customs. 'These books', they say, 'would never have been allowed in Government schools if the Government had any design against our religious faith.' This cultivation of our sacred language does not look as if Government wanted to uproot the language and to supersede it by English."

57. Of the 17 schools in the South-East Division, the Inspector merely writes as follows:—

"GOVERNMENT VERNACULAR SCHOOLS OF THE LOWER CLASS.—Few of these are in a flourishing state. But it must be recollected these schools are placed where no other schools can flourish, and that, as soon as one of these model schools does flourish, it is replaced by a grant-in aid school, and the model school is removed to some still more backward district. In many cases, the bad success of the model school is attributed to the strictness with which the study of English is excluded."

The statistics given are—

Schools.	Monthly average on the Rolls.	Daily Attendance.	Cost to Government.	Cost to other Funds.
			Rs. A. P.	Rs. A P.
17	503	362	3,782 3 9	524 8 6

58. The above 77 schools represent all the Government elementary schools in Bengal, exclusive, as above stated, of the seven schools which are in connection with the training system to be described below.

Aided Vernacular Schools.

59. As it has been decided that the ordinary grant-in-aid rules should not, in Bengal, be applied to the extension of lower class schools, and that any measures which may be taken shall be based on the direct instrumentality of Government, I will confine myself here to the latter class of schools, and it would, besides, far exceed the limits of this Note to give anything like an adequate account of the Vernacular schools in Bengal, aided under the ordinary rules, or to do justice to " the noble* " exertions of societies of Christians of all " denominations to guide the Natives of India " in the way of religious truth, and to instruct uncivilized races, such as " those found in Assam, in the Cossyah, Garrow and Rajmehal Hills." I must hasten to the system which has been pronounced to be " the most promising scheme for encouraging primary education that has ever been tried in Bengal," that of training masters of indigenous schools.

* 50 of Despatch of 1854.

System of training masters in indigenous schools.

60. Briefly, it may be described as follows :—The villages where indigenous schools (patshalas) already exist are invited to send, for a year's training in a Normal school, either their present schoolmaster (guru), or some other person whom they will undertake to receive as their future schoolmaster. To every master so trained the State allows a salary of Rs. 5 per mensem, in addition to what he receives from his pupils. The system has been introduced into nine districts of Bengal, and has worked*a* successfully; but there is a doubt whether in all cases it reaches those classes whom it was principally designed to reach. An attempt has been made to extend it with slight modifications but with less success into Assam. The following extracts from the Inspectors' Reports will carry on the history of the system during the year under review.

* Burdwan, Kishnagur, Jessore, Bancoorah, Rungpore, Moorshedabad, Rajshahye, Dinagepore, Midnapore.

61. The first notice I shall give is from the Report of Inspector Baboo Bhoodeb Mookerjee, who, with Baboo Kasssee Kanth Mookerjee, has been most instrumental in promoting the measure.

" EXTENSION OF OPERATIONS.—The scheme of patshala improvement has received no extension during the year under review. It is true that, urged on by the very large number of applications which I had received from the inhabitants of Beerbhoom, Baraset, and Pubna, I solicited orders to extend my operations to those districts, but, as in according sanction to the proposal, I was directed to confine myself to the means then at my disposal, the extension of the scheme to the districts has been more nominal than real. Only seven schools, and those situated at the very limits of the adjoining districts, where the scheme

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a See paragraphs 158 to 162 of the Note for 1865-66.

was already at work, have been taken in. The operations under me have been, therefore, confined to the six following districts:—

"(1) Burdwan, (2) Nuddea, (3) Jessore, (4) Bancoorah, (5) Moorshedabad, (6) Midnapore.

General Statistics.

"The general statistics of the six districts, so far as they concern the scheme, are given in the tabular form below:—

No. I.

Number.	Districts.	Area in square miles.	Population.	Number of male children of a School-going age.	Probable number of Patshalas in existence.
1	Burdwan ... ... Bancoorah	7,375	1,798,532	128,455	1,290
2	Nuddea ... ... Moorshedabad ...	6,211	1,557,202	111,228	1,120
3	Jessore	3,572	981,118	70,079	700
4	Midnapore ...	5,032	1,576,835	112,631	1,120

"The next table embodies some important particulars regarding the patshalas under improvement for the last two years:—

"No. II.

Total number of Patshalas under improvement.	Total Attendance.	Total income of Village Teachers from fees, &c., in 1865-66.
457 (exclusive of the abolished night schools)	16,561	Rs. A. 26,507 1
563	18,281	In 1866-67. Rs. A. 17,680 2

Comparison with the results of the preceding year.

"From a comparison of the results of the last with those of the preceding year, it appears that the number of schools has increased by 106, and attendance by 1,720 pupils. But the income of the village teachers, so far from increasing,h as suffered a diminution by Rs. 8,827-15. This last indicates a most serious falling off, and might justly cause immediate apprehension, were it not at least in part accountable from an accidental cause during the year.

Causes of the falling off.

"The year under review has been, in fact, an exceptional year on account of the famine which prevailed during the greater part of it. The general calamity affected both the attendance of pupils as well as the income from fees at the village schools, but the income far more than the attendance. I shall content myself here by making an extract from my letter No. 923 of the 23rd November last, describing the effects of the famine in my schools.

"'With but very few exceptions, they have all survived the storm. I must not omit to observe, however, that the strong affection which the people of this country have for their old institutions, and the patshalas are such institutions, has had a great deal to do in keeping them up.'

"That the patshalas have not come, however, quite uninjured out of this general calamity, will be seen very clearly from the comparative table of attendance of pupils in them given below:—

No.	Districts.	Number of Patshalas.	Total Attendance on 30th April 1866.	Total Attendance on 31st August 1866.
1	Burdwan	179	4,788	3,875
2	Nuddea	205	3,376	2,786
3	Jessore	137	3,836	4,123

"This shows a falling off by one-tenth in the attendance of pupils at the patshalas. But a larger falling of than 10 per cent. is observable in the incomes of the gurus. This will be seen from the table given below:—

No.	Districts.	Annual average income of Gurus from fees in 1864-65.	Annual average income of Gurus from fees in 1865-66.
		Rs.	Rs.
1	Burdwan	53½	25
2	Nuddea	49	20
3	Jessore	71½	36

"'This shows a falling of by more than 46 per cent. of the total amount of income from fees during the famine. At the same time I should observe that it is by no means unlikely that the incomes of the gurus will again improve from the month of January next, after the present *amun* crop has been brought home by the ryots. It is very likely also that they will be able to recover, from that time at least, a part of their dues now in arrears with their pupils. But notwithstanding these prospects, my impression is, that the improvement will be but slight and at a slow rate, and discontent will sooner or later break out among them. For the present, however, I cannot give too much praise to the patience and perseverance that have been evinced by these hard-working men during the famine. Nowhere have they deserted their posts, and but in few cases have they asked to be transferred from one patshala to another with a view to improve their earnings.' I shall make no remark as to the strength and elasticity of the village schools to which the above facts testify, nor as to the deserts of the teachers who have kept on these schools in spite of their difficulties.

"'Thirty-one new patshalas have been established by this time by the passsd pupils of the training school, and I have lately received an application from a student of the Hoogly Normal School, requesting aid to the Patshal awhich he has set up in one of the villages in this district.

"'A series of cheap elementary works for the use of our patshalas is a standing desideratum. The prices of books hitherto in use have been considerably increased, and it is apprehended that the poorer classes of our countrymen for whom these institutions are especially intended can ill afford to purchase them. In the course of my inspection I visited villages inhabited chiefly by the agricultural classes of the people. On addressing them for the establishment of patshalas in their villages, I heard it stated in several instances by them that the system of instruction of which I talked was too expensive to serve their purpose, that the purchase of books formed a great part of the expense of a school education, and that the means within their reach were too limited to procure it for their children. There was certainly much truth in what they said, and the only way to render our patshalas suitable to the wants of those for whom they are intended is to introduce a series of cheap books. The price of the first book of reading ought never to exceed half an anna, while that of the last should always be within two annas.'

"CONCLUDING REMARKS.—Referring to the Reports of the Deputy Inspectors, it appears that one and all they agree in thinking—(1), that the restriction which has been placed on the standard of studies at the patshalas during the present year will tend to prevent the full natural development of those institutions; (2), that the absence of anything like the award of prizes and scholarships at the patshalas, while they continue to be given at schools, most of which are but nominally superior to them, has begun to tell against their popularity; and (3), that the abolition of night schools was a most unhappy measure, inasmuch as it checked the progress of the system in the very important step it had taken towards the education of the masses.

"I have called your attention to the fact that the patshalas never were, and are not now, pure mass schools. Two elements combine to form them. By one of these elements the patshalas are naturally connected with the superior schools which already exist in the country. By its other constituent element, the patshala has an affinity with agricultural and other industrial schools. But as things now stand, the patshalas remain altogether isolated, their connection with the schools for superior education not being recognized, and agricultural and industrial schools being altogether non-existent. That under such circumstances, the institutions will fail to develope themselves fully, and be altogether productive of less good than might have been anticipated, seems to be a just subject for apprehension to those who have, by actual experience, observed their natural strength and formed their expectations accordingly. The absence of scholarships awardable to patshala pupils has begun to alienate from these institutions the sympathies of all those classes who wish to supplement the primary Vernacular education of their children with superior education of some one kind or other. Now as these classes constitute the best paymasters of the village teachers, they must henceforth suffer largely in their incomes, or endeavor, in order to save themselves from the consequences of departmental orders under notice, to prepare students in *extra* classes at their patshalas for the Vernacular Scholarship Examinations, and try to pass them as *private students*. Neither my Deputy Inspectors, nor those who conduct the general Vernacular Scholarship Examinations, can interfere to prevent the village teachers from making such an attempt in defence of their immediate self-interests. Another year's experience will enable me to report the result of the measures which have been now adopted, I am unable to anticipate anything very favorable. The elimination of one of the two constituent elements of the patshalas from them must impair their vitality, if not utterly destroy it. I also humbly think that the conversion of the patshalas into pure mass schools would not be desirable even if practicable, as it would increase the future difficulties of mass education a hundredfold above what it is at present.

"As I have been in communication with you on the subject of night schools at the end of the year, and nothing has been yet decided about them, I shall allude no further to that subject, than to observe that, by means of those schools, education might be pushed further downward among the masses than has been or can be done, by means of the day patshalas, and also that the night schools will supply that fresh work and increased remuneration to the village teachers which must be needed by them at a time when the experiment is being made, which must inevitably diminish their earnings from the village people.

"FINANCIAL ABSTRACT.—The usual abstract statement of expenditure is subjoined:—

"*Financial Abstract for the year* 1866-67.

Number.	Schools.	Number of Schools.	Monthly average on the Roll during 1866-67.	Average daily on the Roll during 1866-67.	Expenditure. From Imperial Funds.	From Local Funds.	Total.
					Rs. A. P.	Rs. A. P.	Rs. A. P.
1	Normal Schools ...	4	316	224	25,458 7 3	2,602 7 6	28,060 14 9
2	Aided Patshalas ...	703	18,001	14,084	24,546 14 7	18,370 12 3	42,917 10 10
	Total ...	707	18,317	14,308	50,005 5 10	20,973 3 9	70,978 9 7

"*Expenditure during* 1866-67.

Charges.	From Imperial Funds.	From Local Funds.	TOTAL.
	Rs. A. P.	Rs. A. P.	Rs. A. P.
Inspection	25,715 15 0	......	25,715 15 0
Instruction	50,005 5 10	20,973 3 9	70,978 9 7
Total ...	75,721 4 10	20,973 3 9	96,694 8 7"

62. Similar extracts are made from the Report of Inspector Baboo Kassee Kanth Mookerjee :—

"The opening of the season under review, found the training schools at the sudder stations of Dinagepore, Rajshahye, and Rungpore, each with more than its full complement of 75 pupil teachers just commencing a career of usefulness, which they bade fair to prosecute with increasing success. How far that success has been achieved will appear from the sequel, as tested *first* by the final examination.

"At present the object of the examination has been to ascertain not only the extent of knowledge of each candidate in the branches he proposes to teach, but also his power of communicating that knowledge to others, and specially to children. With this view it has been divided into two heads, *oral* and *written*—the former being a test of their intelligence, quickness of comprehension, and readiness of expression and illustration; and the latter, of correctness of expression and amount of knowledge actually possessed.

"Detailed tabular statements of this examination have already been submitted to you. They are summed up as follows :—

Table I.

Number.	Name of School.	Number of Pupils on 30th April 1866.	Number of candidates who obtained ½ mark and upwards.	Number who obtained ⅓ and upwards.	Number who obtained ¼ and upwards.	Number who obtained below ¼.	Number dead.	Number either sick, dismissed, absconded or failed.
1	Rajshahye	77	10	34	18	2	1	12
2	Dinagepore ...	80	25	20	4	......	2	29
3	Rungpore ...	79	34	34	2	3	2	4
	TOTAL ...	236	68	88	24	5	5	45

"From the above, the following award of certificates was made:—

Table II.

Number.	Name of School.	Number passed with First Grades Certificates.	Number with Second Grade Certificate.	TOTAL NUMBER PASSED.
1	Rajshahye	21	41	62
2	Dinagepore	22	27	49
3	Rungpore	28	40	68
	TOTAL ...	71	108	179

"Of the 179 passed pupil teachers, 125 are Hindoos and 54 Mahomedans. These statements show that of the nominees admitted in the training seminaries during the first year of their operations, 75·84 per cent. have passed. It need hardly be added that this result is highly creditable, both to the deputy inspectors who selected them, and to the teachers who have trained them up so successfully.

"The very favorable reception our passed pupils have met with has afforded another unequivocal proof of the growing success of the scheme in these districts. As a rule, they have been received back most cordially, and have smoothly and successfully opened their patshalas. In some cases they found patshala houses ready made for them, in others voluntary subscriptions already collected for the purpose. In all cases the villagers have placed the patshalas in some one of their houses, and are, where necessary, making preparations for separate house accommodation. At first, however, many of the villages ingeniously argued that, as house accommodation forms no part of the contract, (an omission which I have desired my deputies to supply in future contracts,) that item necessarily devolves on Government. To consider that Government should do each and everything has ever been an innate idea with most in this country, and from the same cause arose the plea of non-payment of fees. The presence of the deputy inspectors, however, has settled, or is settling, all matters satisfactorily.

"The mode of opening a patshala in this quarter is rather curious. After our letters and credentials are made over by the passed guru to the zemindars, naib, or the mundul, the latter assemble the leading men and settle with them all the preliminaries. The village priest is then called in and a propitious day fixed upon, as for all Native undertakings of importance. This being done, a drum or *tom-tom* is sent round to proclaim the circumstance to the neighbouring villages and at the nearest fair; many of the villages often accompanying the *tom-tom* all the way round, manifesting great delight in so doing. While moving through Rungpore I accidentally came in contact with one of these interesting proclamations, and stopped to see the patshala opened the next day, to the great delight of the people.

"The patshalas appeared to me as fast rising in importance, and many of them I doubt not will, without losing their peculiar character, vie with the best managed Vernacular schools, while many of them already surpass in numerical strength any Government or Aided Village school in this quarter, and as such have excited a keen sensation.

"INCOME OF THE CERTIFICATED TEACHERS.—With the number attending each patshala, the income of the guru is fast rising. Some of them already draw nearly Rs. 15 per month, inclusive of the Government allowance. In many places the people pay a voluntary subscription in addition to schooling fees from boys; in others the schooling fee has been commuted into a regular monthly sum, which the managers pay into the hands of the guru, while some of them are fed and lodged *gratis*.

"WHO OUR PATSHALA PUPILS ARE?—I had reason in my last published Report to say that 'my own division is peculiarly the land of the masses. In Dinagepore and Rungpore I do really feel that I am working among the lower classes.' The more I have seen the more confirmed am I in my opinion. From the Reports of the Deputy Inspectors, as well as from what I have myself observed and felt, I have little hesitation in stating that, of the

number of students attending my 179 village improved patshalas, half in Rajshahye and fully three-quarters in Dinagepore and Rungpore belong to the pure masses. The following table will fully elucidate the fact:—

Table III.

District.	Number of Schools.			Number of students on the Rolls on 31st March 1867.		
	Middle Class.	Lower Class.	Total.	Middle Class.	Lower Class.	Total.
Dinagepore	...	49	49	...	1,006	1,006
Rajshahye	12	50	62	450	1,534	1,984
Rungpore	8	60	68	340	1,436	1,776
Total ...	20	159	179		3,976	4,766

"Thus there are 20 middle class schools, with 790 pupils against 159 (or eight times the number) of lower class schools, with 3,976 pupils, out of a total of 179 schools and 4,766 boys; while the Deputy Inspector of Dinagepore has not one middle class school to show.

"Bearing in mind, however, that middle class schools contain lower class pupils, and that lower class schools include children of the higher and middle classes of society, and that the majority of the pupils of one or the other description determine the actual class to which a school belongs, the general deductions recorded above are fully borne out. A closer census taken by the Deputy Inspector of Rajshahye more clearly indicates that, of his 1,984 pupils, 296 belong to the higher classes, 699 to the middle classes, and 989, or one-half, to the lower classes or masses.

"If this fair prospect shall continue to brighten, as I expect it will, we may soon hope to see common learning diffused among those sons of the soil who were previously impervious to education. As might be supposed, these boys often leave school to tend cattle or to help in the fields. But as I do not aspire to impart to them anything beyond a fair knowledge of writing, reading, and arithmetic, such as will come home to their every-day action in life, their occasional absence cannot much tell on their progress.

"Government and yourself may, indeed, rejoice that here the lowest strata are reached and permeated, but as one immediately in charge of the work, I cannot yet dismiss the apprehension that the descent is too rapid, that the higher and middle walks of society, who exercise such a decided influence on the masses, have not adequately advanced in this quarter to enable me to have a sufficient hold on the people.

"Baboo Bhoodeb Mookerjee who has had the greatest practical experience of the scheme, pronounces it as 'quite powerless' to educate the masses, for says he—'In schools designed exclusively for the masses, not only must every ordinary item of expenditure be borne by Government, but even their books must be supplied to the children gratis, and occasionally prizes, in cash or articles of food and clothing, offered to them as bribes for their regular attendance at school.'

"I will not go the whole length with the Baboo, but I must yet observe that a greater elasticity must be given to the scheme to enable it Actually to fulfil what it has so auspiciously begun in this quarter, its mission of educating the masses. As the Annual Report is not exactly the place where questions yet to be decided ought to be discussed, this must be reserved for a separate communication. In the mean time nothing will be wanting on our part to follow up the improvement of the mass and to render the patshalas still more attractive.

"Improved Organization of Patshalas.—A *Code* of Rules providing for every possible contingency—for the gradual improvement of patshalas and the payment of monthly stipends; for granting leave of absence to teachers and officiating arrangements; for the course of study and payment of fees; for the management of local Committees and inspection by deputy inspectors; and finally for the self-improvement of the teachers

themselves—has been framed, based on a careful consideration of the wants and conditions of the people among whom we are laboring, and without materially deviating from rules already existing on the subject. This renders it unnecessary to reiterate them here.

"These Rules, I have every reason to hope, will have the salutary effect of gradually organizing the patshalas, so as to make them on the one hand preparatory schools for the higher and middle classes; and on the other, the grand lever to move and elevate the masses so greatly preponderating in this quarter.

"SUMMARY OF WORK.—Exactly eleven months previous to this date I had only the three training schools and their attached patshalas, mustering in all nine schools,—466 boys and 28 girls. I have now 188 schools, attended by 5,209 boys and 92 girls; thus showing an increase of 179 schools,—4,743 boys and 64 girls.

"Most of the patshalas have been opened during the course of the last month, while the oldest of them have not yet completed their third month. If the present Report had, as usual, brought the narratives down to 30th April instead of to 31st March, we should, judging from the rapid accession of pupils to these patshalas, have gained a large percentage on the present number and local resources.

"THE TRAINING SCHOOLS.—The following table shows at one view the strength and resources of the training schools during the past session :—

Table IV.

Number.	Training Schools.	Date when established.	Number of pupils on the 31st March 1867.	Monthly average.	Daily average.	Expenditure. Current.	Expenditure. Extraordinary.	Expenditure. Total.	Total cost of educating each pupil monthly.	Cost to Government of each student's education monthly.
						Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
1	Dinagepore.	21st Dec. 1865	78	70·5	57·7	4,830 6 6	305 0 0	5,135 6 6	6 9 11	5 3 11
2	Rajshahye .	15th Nov. "	77	80·45	64·8	5,702 9 0	335 3 0	6,087 12 0	6 14 0	6 4 7
3	Rungpore...	29th Dec. "	80	85·5	69·9	5,410 15 0	275 14 7	5,686 13 7	6 0 7	5 4 1
		TOTAL ...	235	236·55	192·4	15,943 14 6	966 1 7	16,910 0 1	6 8 8	6 2 8

"The improved patshalas which these institutions have given birth to are distributed as follows :—

Table V.

Number.	Name of Deputy Inspector.	Zillah.	Number of Patshalas under each.	Number of pupils on the 31st March 1867. Hindoos.	Mahomedans.	Others.	Total.	Average number of pupils in each Patshala.	Average cost to Government per month on each Patshala.	Cost to Government of educating each pupil per month.
									Rs. A. P.	Rs. A. P.
1	Baboo Gobindo Chunder Chuckerbutty.	Dinagepore...	49	416	589	1	1,006	20·53	2 0 7·8	0 1 0·6
2	Baboo Woma Kanth Dass...	Rajshahye ...	62	1,159	825	...	1,984	32	2 2 0·7	0 0 11·7
3	Baboo Hurry Hur Dass ...	Rungpore ...	68	772	990	14	1,776	26·11	1 8 8·4	0 1 11·7
		TOTAL ...	179	2,347	2,404	15	4,766	26·21	1 14 5·6	0 1 4"

63. These extracts have been given at length, because there is so very little on the subject in the Director's Report, and because of the light they throw upon the important question of the classes that are reached by that system, from which the extension of elementary education is now expected by the Authorities in Bengal. On the one hand, we have the decided testimony of one of the main promoters of the scheme that the patshalas "never were, and are not now, pure mass schools, and that their conversion into mass schools is not practicable or desirable." On the other hand, we have the statement of Baboo Kassee Kanth Mookerjee, that the lowest strata are reached and permeated; although the Baboo seems to doubt the expediency of Government undertaking such a task, and he has evidently a decided prejudice in favor of the view referred to above, the "downward filtration of education through the higher classes."

64. The working of the modified system in Assam is thus described by Mr. Porter, the Inspector of the North-East Division :—

"CENTRAL ASSAM NORMAL SCHOOLS.—In May 1866 three Normal schools were established in Assam at the places marginally noted. The object of these schools is to improve the condition of the indigenous village school teachers in Assam, by giving them an opportunity of receiving a year's instruction as well as training them in the art of teaching. The plan adopted is the same as that so successfully being carried out by Baboo Bhoodeb Mookerjee and others in Bengal. Each pupil teacher receives a stipend of four Rupees per mensem during his stay at the Normal School. Before admission he enters into an agreement to teach for a term of years at some village school on a certain salary, while the villagers enter into another agreement to receive him as their *gurumahashoy* and to send their children to his patshala. In Assam provision has been made for 144 patshalas, or indigenous schools, as follows :—

Gowhatty.
Tezpore.
Seebsaugor.

"*Lower Assam.*	Rs.	*Central Assam.*	Rs.	*Upper Assam.*	Rs
12, @ Rs. 6 ...	72	6, @ Rs. 6 ...	36	12, @ Rs. 6 ...	72
38, @ „ 5 ...	190	18, @ „ 5 ...	90	28, @ „ 5 ...	140
TOTAL ...	262	TOTAL ...	126	TOTAL ...	212

"The total amount sanctioned for the whole of Assam is, therefore, 600 per mensem.

"The establishment of the Normal classes and the number of stipends available every year were fixed as follows :—

Gowhatty.	Rs. A. P.	*Tezpore.*	Rs. A. P.	*Seebsaugor.*	Rs. A. P.
Pundit ...	50 0 0	Pundit ...	50 0 0	Pundit ...	50 0 0
Allowance for circulating books ...	5 0 0	Allowance for circulating books ...	5 0 0	Allowance for circulating books...	5 0 0
Contingencies...	2 0 0	Contingencies ...	2 0 0	Contingencies ...	2 0 0
16 stipends, @ Rs. 4 ...	64 0 0	8 stipends, @ Rs. 4 ...	32 0 0	13 stipends. @ Rs. 4...	52 0 0
TOTAL ...	121 0 0	TOTAL ...	89 0 0	TOTAL ...	109 0 0

"Making a total of Rs. 319 per mensem.

"If this scheme is carried out in its integrity, and 37 pupil teachers with Normal school certificates are sent out every year to each of the indigenous schools of Assam, in four years we shall have supplied all the indigenous schools with gurus, and we shall either have to increase the number of patshalas or abolish the Normal schools. The question is whether a year's training is sufficient to qualify a guru to teach even the elementary course which is required for the indigenous schools. As a rule, the stipend-holders are so densely ignorant when they enter the Normal school, that a year is only sufficient to give them a general smattering of knowledge. Besides, the prospects held out to them in Assam are so small, that it is difficult to procure men who will enter into the necessary agreements. There is no doubt, however, that the teaching which the gurus obtain in the Normal

school will eventually do a vast deal of good, and raise the standard of education in the indigeneous schools. The Assamese, however apathetic they may be in other matters, evince a strong desire for education, both English and Vernacular. This is fully proved by the number of private institutions scattered about in the villages, and the large attendance at most of the Government Vernacular and indigeneous schools. The Commissioner of Assam remarked in his Report for 1864-65 : 'the desire shown by the Assamese to obtain instruction may appear but languid,' but it is the only subject about which I have found them take any interest at all.

"GOWHATTY NORMAL SCHOOL.—At the commencement of the year 25 candidates from villages in Kamroop applied for admission. Out of these 16 were chosen. The Pundit, Baboo Obhoy Churn Bhuttacharjee, is an excellent scholar and takes great interest in his pupils. At the close of the year an examination was held by the Head Pundit of the Gowhatty collegiate school, and 13 of the stipend-holders obtained certificates of qualification, and proceeded to join their village schools. The training school in connection with the Normal school has been a great success. There were no less than 85 names on the rolls at the close of the year. The total yearly expenditure of the Normal school amounted to Rs. 1,292-15, and the average monthly cost to Government of educating each pupil was Rs. 7-5-6.

"TEZPORE NORMAL SCHOOL.—There are eight stipend-holders in this school. They all entered into written agreements to serve in any part of Central Assam. The Deputy Inspector reports that he found it very difficult at first to persuade candidates to enter into the requisite agreements. The total expenditure of the school during the year has been Rs. 885, and the average monthly cost to Government of educating each pupil is Rs. 10-11-4.

"SEEBSAUGOR NORMAL SCHOOL.—This school, owing to the negligence and apathy of Baboo Preolall Burrooah, late Deputy Inspector of Schools in Upper Assam, has proved a failure. No agreements were taken from the candidates, and, therefore, no stipends were given to them. The Head Pundit, Baboo Chundro Mohun Bhuttacharjee, is an able man, and it is to be hoped that the school will flourish this year under a new deputy inspector. When I was at Seebsaugor, in March, I explained fully to the pundit the nature of his duties; but as he justly remarked, 'if the deputy inspector did not select the stipend-holders, he could not himself go out into the Mofussil and secure them.' The school has cost Government Rs. 488-12-10 during the past official year."

System of Circle Teachers and of improvement of Sanscrit Toles.

65. I will now notice the working of the other two systems,—the circle system (for an account of which see paragraph 171 of the Note for 1865-66,) and the improvement of the Sanscrit toles or schools in which the philosophy and religion of the Hindoos are taught through the medium of the Sanscrit language. With regard to the former, the Inspector of the South-east Division reports :—

"WORKING OF THE CIRCLE SYSTEM.—This system has now been carried to such a point that many Circle schools compete for the Vernacular Scholarships, and (as the Deputy Inspector of Vikrampore has pointed out) the boys who this year stood second and third in the examination list came from Circle schools. The Circle system does not extend like the grant-in-aid system, because in the former a fixed sum is allowed, remaining the same from year to year; whereas in the latter the sum contributed by Government is increased largely from year to year. The capacity of the Circle system for diffusing education has not yet been tested. The number of schools in many circles has been reduced from three to two, and not unfrequently the 1st class of each school is peripatetic with the pundits. By these means the Circle schools have been brought up (or nearly up) to the standard of the aided schools. It appears, therefore, the same class of scholars are given the same education by the Circle schools as by many grant-in-aid schools, but at a very much lower cost to Government.

"The advantages of the Circle system over the grant-in-aid system appear to be—1st, there is under the Circle system no possibility of fraud; 2nd, there is complete supervision; for the Circle pundit, being an officer of the department, complains quite soon enough if the managers do not keep a proper School house and efficient masters. To enable the Circle system fully to re-place the grant-in-aid schools, it will be necessary to permit circles of one school only, and to facilitate the introduction of English into the Circle schools. The

grant-in-aid system multiplies schools in districts where the educational idea is pretty well established, but it is not well adapted to produce new schools in the more backward portion of Sylhet, Comillah, or Mymensing, in which Circle schools can be extended without difficulty.

"The Circle system is particularly well suited for female schools. The girls will not leave their own village (or rather division of a village) even for half a mile to attend a school. It frequently happens, therefore, that three small girls' schools at most a mile apart can be established, which will support a Circle Pundit, but which will by no means support three Grant-in-aid establishments. I applied to you some months ago for means to meet these cases."

66. The improvement of the Sanscrit toles is thus noticed :—

"SANSCRIT TOLES.—A sum of Rs. 500 was placed at the disposal of the Inspector of Schools of this Division for the encouragement of Sanscrit toles, with a view to improving the character of the education in them. I regret to have to report that up to the present time next to nothing has been effected. The toles are situated almost entirely in the district of the Deputy Inspector of Vikrampore, who reports that the pundits hesitate to receive Government money, *i. e.*, money given by men who are not Hindoos, when the Nobodvip Pundits, moreover, have not declared an opinion on the propriety of so doing. After very protracted negotiations, the Deputy Inspector of Vikrampore has just lately informed me that the pundits are taking a more liberal view, and that he hopes something may be done. There can be no question of the importance of this matter,—in the Sanscrit toles arithmetic and geography are ignored, the education being confined to learning the rules of the Sanscrit grammar and strings of Sanscrit texts. The Deputy Inspector of Dacca remarks that these Tole Pundits exercise more supremacy over the minds of the people than any other class of men, and that, if they could be induced to quit the sophistries of Nyaya, and the idle injunction of the Smriti, the progress of enlightenment in Bengal would be easy and rapid."

67. Such are the special systems of diffusing elementary education among the masses of Bengal, and such is the account given of them during the year under review :—

Remarks on system of training masters in indigenous Schools.

With regard to the system from which the greatest results are now expected—the system of training gurus—I cannot hope to have given a very precise view of the value of these results, because I am unable to form any such view after careful perusal of the Inspectors' Reports. There is an apparent haziness in two important points,—*first*, as to the qualifications of a trained guru; and *secondly*, as to the classes who are really affected by the movement. It will be seen that Mr. Porter, the inspector of Assam, says that, as a rule, the year's training gives only a "general smattering;" and although Baboo Bhoodeb Mookerjee annexes the questions of the examinations for the year, he does not show the precise degree of proficiency required for a pass. The second point is still more indistinct. We have seen above the conflicting views of the two inspectors, and I find that the Inspector of the South-East Division, Mr. Clarke, quotes the following opinion of his Deputy :—"The Circle schools and the patshalas, "under the additional Inspector, Baboo Bhoodeb Mookerjee, originally "intended for giving instruction to the masses, have been in fact edu- "cating the children of the middle class."

68. I can find nothing in the Director's Report to throw any light upon the question, indeed the subject is hardly noticed at all; and in the review of the local Government upon the operations of the preceding year, the management of the system under Baboo Bhoodeb Mookerjee

is commended, but it is casually stated in the same paragraph that the primary object of these schools is "to induce the masses to educate themselves,"—a view which, as will have been seen, the Baboo now rather repudiates.

Review of systems of elementary education of Bengal.

69. On the whole, excluding the operation of the regular grant-in-aid system, the present state of the question in Bengal would seem to be this—The purely Government system of elementary education is very insignificant and is practically at a stand-still as regards extension, there being apparently no intention and no funds to enlarge it. The Circle system, though it has worked with considerable success during the last 11 years, and is highly spoken of by those inspectors who have tried it, is now apparently being neglected in favor of the newer system of training gurus, although there is nothing in the reports to show the grounds of the preference. The newer system alone is comparatively extensive in its operation and receives the largest amount of support, as being the most promising means of reaching the masses. But this system shares in the general objection to the grant-in-aid principle when applied to the masses, in so far as its operation is to improve schools already in existence and not to establish them where, *primâ facie* the need is most urgent. As yet, too, it is really on a very small scale; in its operation it is not always effectual as regards the training of the gurus; it does not even in all cases reach the masses, and only Imperial funds are available to extend it. Either, therefore, the view put forward by Baboo Bhoodeb Mookerjee may be adopted, and the attempt to reach the masses be postponed, or funds must be found for the general extension of the system, both to masses wherever it is tried, and all over Bengal. To do this, either a large Imperial grant will be required—and this would probably render necessary Imperial taxation—or some of the funds now devoted to the higher Government colleges and schools may be diverted to the lower, or a local educational rate may be raised in the manner recommended in the Despatch, and similar to the çesses which exist in other provinces. This latter course was advocated by the Educational Authorities prior to the Despatch of 1859; it was then suggested as feasible by the Home Government, it has been urged by the Director during the year under review, but has been decided by the local Government to be premature still.

Concluding remarks on the several systems of elementary education, and on the difficulty in Bengal.

70. I have now given some idea of the action of Government as regards primary education in each province, and of the several systems from which future results must be expected. The conclusion appears to be this—The local authorities of Northern and Western India have generally determined that an expenditure equal to at least one per cent. of the land revenue, in addition to any private expenditure which the locality can supply, ought to be devoted to the primary instruction of the masses, *i. e.*, to schools of the lower class whether Government or aided. Funds have accordingly been raised by local educational rates which are not voluntary, and although paid in addition to the land tax, have no real connection with the land tax, except that the land tax is the measure of their assessment.

But the fact that the land tax has been permanently settled in one province has been supposed to be a bar to the levy of an educational rate in that province, whereas there is apparently no such bar because there is no real connection between such a rate and the land tax which "was fixed on calculations into which the element of a general provision for primary instruction did not enter."

Taking an expenditure equal to one per cent. of the land revenue to be the "proportionate share" of public funds to which, in paragraph 14, I referred, the following table will show the older provinces where this proportion is not maintained :—

1	2	3	4	
Provinces.	Land Revenue in 1866-67.	One per cent. on Land Revenue.	Actual expenditure from public funds on lower class Schools, Government and Aided.	Excess of column 3 over column 4.
	£	£	£	£
Bengal	3,850,000	38,500	10,307*	28,193
Madras	4,227,500	42,275	4,603†	37,672

* Of this, £7,147 only from Imperial funds.
† Of this, £1,940 only from Imperial funds.

This table should be compared with the table given in paragraph 10, from which it will be seen how largely in Bengal the total expenditure on education exceeds *two per cent.* of the land revenue.

71. In the extracts from the Directors' Reports below, further notice of the subject will be found, but it does not appear from any report that the instructions of the Educational Code with regard to "advertising for, and liberally rewarding, the best translations of English works into the Vernacular languages are being carried out." There can be no question of the stimulus which this measure would give to elementary Vernacular education, and the point seems worthy of further attention. Indeed it seems open to doubt whether on this side of India the very important* step taken by the University in 1864, of removing the Vernacular languages from the First Arts and B. A. Examinations, may not tend to counteract the instructions issued ten years previously. In Bombay there is a small fund for the encouragement of literature, but I do not find that it has been expended precisely in the manner proposed in the Educational Code.

Para. 33 of Note for 1865-66.

72. In concluding this part of the subject, it may be remarked that, however much the systems in the various provinces of this country

* A very strong protest against this step will be found in the letter from the Principal of the Calcutta Madrissa, dated 22nd October 1864, and referred to in paragraph 275 of the Note on Education for 1865-66.

differ in their development and in the manner of finding funds for elementary education, it is curious to trace their general accordance with the principles recently enunciated by* one of the greatest English Authorities on the subject.

"As regards the elementary education of the humbler classes, there are certain principles "which are now pretty well established and agreed upon, namely:—*firstly*, that the "education of the poor ought not to be left wholly to private enterprise, but ought to be "undertaken by the State; *secondly*, that the State represent in education not the religious, "but the secular element; *thirdly*, that the best way of carrying on education was not by a "centralized system, but by the calling forth of local energy; *fourthly*, that the work "should be tested and superintended by Government, and not by those who carry on the "work; and *fifthly*, that State aid ought to be given to schools, not merely for being in "existence or showing a certain attendance on their books, but for a certain amount of "efficiency; that in short, it is the business of the State to ascertain the results and to pay "in proportion to them."

Fourth noticeable point—statistics of Female Education.

73. It was stated in a former paragraph that elementary education was perhaps one of the least successful points which the statistical tables disclose. A further perusal of the tables will show that female education is another. I shall accordingly proceed to give extracts from the several reports, so as to carry on the history of the movement in each province, in continuation of paragraphs 202 to 226 of the review of last year. I annex in the margin the statistics of female education in Bengal. As regards Government agency, it must be confessed that a beginning only has been made, there being but one Normal and one ordinary school. The latter institution, the Bethune School in Calcutta, was founded in 1850 by Mr. Bethune, then President of the Council of Education, and was assumed by Government in 1856. It will be seen from the Director's Report that the levy of a fee of one Rupee a month has recently reduced the attendance from 97 to 55, but that there are hopes of engrafting on to it a Normal class for the training of Native female teachers, and "so to utilise the large Government grant which now yields a

In Bengal.

Statistics.

Schools.	Number.	Number of pupils.	Cost to Government.	Cost to other funds.	Total.	Average annual cost to Government.
			Rs.	Rs.	Rs.	Rs. As. P.
Government ...	1	97	6,792	200	6,992	76 0 0
Schools under Grant-in-aid Rules.	183	4,767	25,303	39,526	64,829	5 13 0
Schools receiving allowances under other Rules.	60					
TOTAL ...	244	4,864	32,095	39,726	71,821	
Government Normal Schools.	1	24	1,449	nil	1,449	60 6 0
Aided ditto ...	1	10	825	7,090	7,915	82 8 0
TOTAL ...	2	34	2,274	7,090	9,364	
Schools under inspection.	24	363	nil	not given		
Ditto not under inspection.	8	249	"	"		
TOTAL ...	32	612				

* Mr. Lowe, on Education, *Times*, November 4, 1867.

very inadequate return." Of the aided schools there appear to be 82 in the Central Division with 3,183 pupils, the numbers in the last five years having nearly tripled, but the inspector complains that the standard of instruction attained is by no means so satisfactory as the numerical increase, the education afforded being "very elementary" owing to the early age at which girls cease to attend school after their betrothal. The account given by the Inspector of the South-East Division, which contains 41 schools with 745 pupils on the grant-in-aid system, and 27 schools with 348 pupils, that receive allowances under other rules, is still less encouraging. Speaking of the latter he says—

"The female schools which I have seen consist in general of three to six infants sprawling about and inking their fingers in copying letters on strips of leaves. Sometimes one or two could attempt a very little reading. The giving of Government money to these can only be justified on the understanding that they are the beginning of a different system. If these girls are to be removed when they get eight or nine years old, and re-placed by other children of four or five years old, the matter may as well be given up. I have visited some female schools of a better sort. At Pulwa Magoora the girls can read fluently and explain well. They can do compound long division correctly. They can point out places on the map rather better than some classes preparing for the University Examination. But here the eldest girl was 15 years of age, unmarried. At Gournagor the girls can read well, and learn some geography. At Julabari in Burrisual, the girls acquitted themselves well in reading, arithmetic, and geography. At Bangla Bazar School, Dacca, the girls can read well and explain fairly; in geography and arithmetic they can do but little. This school contains 76 girls and is entirely supported by the subscriptions of European residents and a special Government grant. The Deputy Inspector tells me that if a fee of one anna were exacted, the number of girls would certainly be reduced below 20, and probably the school would disappear."

The Inspector of the North-West Division says—

"Female Education.—I have not encouraged the establishment of girls' schools, because I know that competent teachers for this division are not to be had; and without such teachers, schools would be a delusion. We want a training school to begin with, and it is surely time that the moral and social elevation of the people—promoted everywhere through the better home and social influences, which are the fruit of female education—should be provided for in the same way that instruction for boys has long since been. I believe that a training school for girls is practicable; and, further, that the success of the experiment would be ensured against failure by the personal influence and co-operation of English ladies who would be only too glad to find something to do especially when the work is one towards which they must be drawn by the natural sympathy of their sex. With a training and attached model school, worked under the most favorable auspices at a sudder station, the wonderful effect of female education would be exhibited to a sceptical and jealous people; their prejudices against education for women, whom they believe to be evil altogether, and certain to be made very much worse by knowledge, would be shaken; and schools would naturally spring up as trained teachers were raised, who would make instruction and discipline, and occupation for the mind, pleasant to the pupil."

Mr. Porter, Inspector of North-East Division, writes—

"Female Education in Bengal.—With regard to female education in Bograh, the Deputy Inspector writes thus:—'It grieves me much that, instead of having to record the establishment of some new girls' schools, I have this year the painful duty of noticing the extinction of one, that at Kurpore. But in relief to this, I may mention that the zenana system of teaching is now being carried on more extensively than heretofore, and the notions which the people have been accustomed to entertain in respect of female education are rapidly giving way before the general spread of education. This happy state of things is, in a great measure, due to the exertions of my pundits, who are ever ready to do their very best to promote the cause of female education. It is no exaggeration to say that, in almost every village where there is a school many a Hindoo lady of respectable family has commenced reading and writing. I will particularly notice the village of Adomdigy, where the Gossains, the Sandyals, and the Chowdories, are privately teaching their wives and sisters to read and write. I can name many other villages where similar interest has been displayed, but I shall content myself with noticing two or three instances that fell under my own personal observation. Only a few days ago a Native Deputy Magistrate of the station called on me, and asked for a copy of Shishoo Shikya, Part II., and in the course of conversation I came to learn that he had commenced giving instruction to his wife. About the same time an Amlah of the Magistrate's Court, who is upwards of 40 years of age, sent for a copy of Shishoo Shikya and a slate, and I subsequently came to learn that he also

had begun teaching his wife. It was on the 28th ultimo that a mooktear paid me a visit, and asked my advice as to what books ought to be placed in his wife's hands, who had already finished the three parts of Shishoo Shikya and Choritaboli. These facts are significant, and tend to show that feelings of antagonism towards female education have almost disappeared.

"'How is it that when you speak thus hopefully of the zenana system, you have only four schools for girls in your district, is a question which naturally suggests itself. The answer is simple. In the present state of female education, the grant-in-aid system is not applicable to it, at least not in a poor district like Bograh. It is not very difficult to overcome the opposition of the people to have their daughters educated, but it is next to impossible to make them contribute any thing, however trifling, towards the purpose. While there are Government Vernacular schools for boys in almost every district of Bengal, I cannot understand why there should not be schools for girls as well, entirely maintained by the State. To make female education popular, it is necessary that this indulgence should be conceded to such districts at least where education is still in a backward state.'

"In Dinagepore, the Raigunj Girls' School is attended by 32 girls, whose progress and attendance has been satisfactory."

74. It will be seen from the extract below from the Report of Director of Public Instruction, that a great deal also appears to be done by zenana associations. These useful societies seem to be unknown out of the Bengal presidency. They are, in fact, small Missionary societies, formed and conducted by ladies with the view of carrying religious instruction into the homes of the Natives. The lady teachers are peripatetic and conduct small schools, containing from about three to 12 girls and women, in the private apartments of the richer Natives. The associations receive grants-in-aid from Government, which are now restricted to one Rupee monthly for the pupils actually in attendance. In 1866-67 these grants amounted to Rs. 5,711, while the private subscriptions amounted to Rs. 16,890-13-6. There were 50 teachers employed, and the average daily attendance of girls was 756. Of course, in making grants to such societies, the principle of perfect religious neutrality is not lost sight of, and these associations are only so far recognised by the State as a means of furthering the cause of secular education.

Bombay.

75. In Bombay, the Director of Public Instruction expressed an opinion in his report for 1865-66 that the public education, properly so called, of women is incompatible with the system of infant marriages and with many of the existing prejudices on the most delicate subjects. He believes, however, that the education and civilization of the male portion of the people in India, together with

Statistics.

SCHOOLS.	Number.	Number of Pupils.	Cost to Government.	Cost to other Funds.	TOTAL.	Average cost to Government.
			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Government Female Schools	61	1,935	341 0 0	4,214 4 9	4,555 4 9	0 2 9
Aided Female Schools ...	12	1,193	3,105 0 0	nil	3,105 0 0	2 7 7¼
TOTAL ...	73	3,128	3,446 0 0	4,214 4 9	7,660 4 9	
Female Schools not aided by Government, but under its inspection	17	902	nil	not given.		
GRAND TOTAL ...	90	4,030	3,446 0 0	4,214 4 9	7,660 4 9	

the example of the European community, will inevitably bring in the education of the women in India,—but that this result will be very gradual, and subsequent to many important social changes. In his Report* he states that Government can hardly be said to have "commenced undertaking female education in Western India." Some of the difficulties in the way of the movement in Scind are thus described by the Inspector.

"FEMALE EDUCATION.—The subject of female education is surrounded with great difficulties in Scind. The people have very strong prejudices agaInts its introduction. The zenana system is still in force among all classes except the very lowest. Even little girls are not allowed to go unveiled. Such is the sensitiveness of Scindhees with respect to every thing relating to their females, that they think it indecorous to speak or allude to their female relatives in public. There is again the difficulty in respect to character, to which I have already alluded, in the case of Hindoo girls. These reasons sufficiently show why female education has hitherto made no progress whatever, nor are there any immediate prospects of a movement in that direction. Indeed, until educated Natives themselves become alive to the importance of female education, and exert themselves to overcome the prejudices of their less enlightened fellow-countrymen, it cannot be expected."

Madras.

Statistics.

Government Schools...	nil			
Aided " ...	75			
Pupils	...3,109			
	Rs.	A.	P.	
Grants for the year ...	4,947	10	5	

76. No special information about female education is to be obtained from the Educational Report of this presidency; and in the review of the Report by Government, the question is hardly noticed at all. All that the Director says about the subject is that there has been much discussion among the more enlightened Hindoos at the presidency town, but the results of the year "have been rather in words than acts."

North-Western Provinces.

77. From the Educational Despatch of 1859 it appears that in the North-Western Provinces "a movement in furtherance of female education in the Agra district was commenced by the Deputy Inspector of Schools, Gopaul Sing, in 1855. The expense was in the first instance, defrayed entirely from the public funds; the agricultural classes, though quite willing and ready to make use of the schools, were not then prepared to go further and to pay the teacher. The schools were attended by scholars of all classes of Hindoos, including a considerable proportion

Statistics.

SCHOOLS.	Number.	Number of Pupils.	Cost to Government.	Cost to other Funds.	TOTAL.	Average cost to Government.
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government (Lower Class) ...	479	8,981	30,331 13 3	nil.	30,331 13 3	3 6 0
Aided and Unaided (Middle Class,	9	934	6,730 0 0	12,015 12 0	18,745 12 0	7 3 0
Aided and Unaided (Lower Class) ...	105	2,056	11,499 1 4	7,268 10 8	18,767 12 0	5 0 11
TOTAL ...	114	2,990	18,229 1 4	19,284 6 8	37,513 8 0	
Government Normal Schools ...	2	31	2,850 2 6	nil.	2,850 2 6	9 1 11
GRAND TOTAL...	595	12,002	51,411 1 1	19,284 6 8	70,695 7 9	

* See paragraph 45 of Director's Report in part II.

of Brahmins; and of the girls, the age of some exceeded 20 years, the remainder being from six years old to 20. The masters were selected by the parents of the scholars, and committees of respectable Native gentlemen were formed to exercise a general supervision over the schools, and to arrange for their visitation. The number of schools in the Agra district had risen in January 1857 to 288, and the attendance of the girls was estimated at 4,927. It being desired at that time to carry out the experiment of female education in a more efficient manner, sanction was sought and obtained to the assignment of Rs. 8,000 as a direct grant from Government for female schools in the district, to meet an estimated expenditure on 200 girls' schools of Rs. 13,200 per annum, the balance being provided from the Hulkabundi cess and from other sources.

"The movement in the Agra district had in the meantime extended to the districts of Muttra and Mynpoorie, though the number of schools was in these districts limited. At a female school in the city of Mynpoorie, there was an attendance of no fewer than 32 Mahomedan girls of respectable parentage."

78. At present there are 595 schools with 12,002 pupils, but the movement seems to have languished during the year for want of funds and competent inspection. An attempt has recently been made to remedy the latter defect, by the appointment of a lady inspectress. The suggestion seems a very good one, and was originated by Mr. Griffith, the Inspector of the Benares Circle, but the result of the measure has yet to be seen. The Director of Public Instruction seems to be correct in his opinion, that the education of girls belonging to the agricultural classes is as much a proper charge to the local cess as that of boys.

Paragraph 58 of Report.

Punjab.

79. This province made the first great start in female education in 1862-63 as will be found in paragraphs 211-217 of the compilation for last year. During the year under review, there appears to have been a decrease in the number of Government schools owing to the closing of those that were inefficient; hence the daily attendance has increased. The Punjab Government has hitherto received a special grant for female education, but it has been ruled that this assignment

Statistics.

Schools.	Number.	Number of Pupils.	Cost to Government.	Cost to other Funds.			Total.			Average cost to Government.		
			Rs.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Government Female Schools.	296	6,198	8,865	13,036	0	0	21,901	0	0	1	$\frac{6}{10}$	$\frac{6}{10}$
Aided Female Schools.	651	14,243	45,308	12,815	0	0	58,123	0	0	3	2	9
Ditto Female Normal Schools.	3	93	2,370	3,023	12	1	5,393	12	1	251	7	8¾
Total ...	654	14,336	47,678	15,838	12	1	63,516	12	1			
Grand Total...	950	20,534	56,543	28,874	12	1	85,417	12	1			

should be limited to Rs. 10,000 a year, and can only be applied to those schools in which the majority of the scholars do not belong to the agricultural classes,—the education of these classes, whether boys or girls, being a charge on the local cess. In the Reports of the Inspectors there is strong evidence of the urgent want of some adequate and trustworthy system of inspection. The following account is taken from the Report of the Inspector of the Umballah circle :—

Female Schools.

"There is a considerable reduction in the number of female schools. At the close of the year there were 111 schools, containing 2,067 girls; whereas at the end of the previous year, there were 158 schools, with 2,702 girls.

Progress.

"Some of the schools appear to have made a certain amount of progress; amongst others that at Nizam-ud-din, under the patronage of Mirza Ilahi Buksh, was visited by Mr. Hutton; he was shown some good specimens of hand-writing, and he heard some of the girls read the *Khat-i-Taqdir* and the *Waqiat-i-Hind*. He remarks, however, that—'It is difficult for an examiner to speak with any confidence on this point (the progress of the pupils), when all the girls are *purda-nashin*, and it is impossible to tell whether the girls answer the questions or their teacher, or whether they recite by heart what they are supposed to read."

The Inspector of the Lahore Circle writes as follows :—

Female Schools. General Statistics.

"The number of female schools has been increased from 129 to 147 by the establishment of 19 new schools in the Montgomery, and two in the Hooshyarpore district; and the closing of two in the Jullunder, and one in the Kangra, district. The number of girls under instruction has increased from 3,050 to 3,353, and the average daily attendance from 2,762 to 3,076. The whole cost of educating each girl has fallen by one Rupee; but the cost to Government has risen from 1¼ anna to Rupee 1-7-4, in consequence of the order that schools in towns should be supported from Imperial revenues, and not from the 1 per cent. Educational cess. The number of girls learning English is 100, or 88 fewer than at the beginning of the year; these are all in the Jullunder district.

"I have been able to visit only very few of the female schools during the year under report; those that I saw were making fair progress."

The Inspector of the Rawul Pindee circle adds :—

Female Schools.

"There are now 261 female schools in the circle, of which 31 are Government schools maintained in the same way as village and town schools, but not open to inspection unless the people desire it. I believe this unwillingness to admit the visit of an Inspector to be a mere pretence, except where the girls are grown up, as in the Rawul Pindee Mission School. I have examined hundreds in the North-Western Provinces, and here you may see little girls with writing boards playing about at the doors of every mosque, or seated at their lessons in the middle of the road. However, as the people profess to have scruples, Major Mercer has done well in appointing one Emily, Inspectress of Female Schools in Sealkote district. I had some conversation with Emily, and made an abstract of her report. She had inspected 103 schools, of which 27 were Hindoo, one Seikh, and 75 Mussulman. Of the Hindoo schools, 16 were in good order, and three in bad order. Of the Mussulman schools, 27 were good, and 22 bad. The rest deserved neither praise nor blame, though, for various reasons, they had made little or no progress. It would have been satisfactory if the report had generally stated how many girls could read, and what quantity of their books they had got through. The best school is at Zafarwal, where the 6th Class Government books are read. Major Mercer considers that he has achieved a success in these schools, and there can be no question of the value of the experiment, upon which he has bestowed so much labor.

"Baba Khem Singh's schools in the districts of Jhelum and Rawul Pindee number 101. I cannot get any information about them, although I believe that they have some sort of objective existence, and I regret that I can give no description from personal observation of the progress of female education in this circle."

Bunnoo District.

From the Report of the Inspector of the Frontier circle, it appears that "all the female schools in Bunnoo district have been closed, with the exception of one at Moosa Kheil, in which 18 girls read Goormokhee, but are not making much progress."

Oude.

80. Beyond what is contained in the extract from the Director's Report below, there is nothing to record on the state of female education in this province. A beginning has been made with a fair prospect of success, and that is all that can be said.

Statistics.

Schools.	Number.	Number of Pupils.	Cost to Government.	Cost other Funds.	Total.	Average cost to Government.
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Female Schools.	6	81	nil.	186 11 7	186 11 7	nil.
Aided Female Schools...	12	327	3,116 12 4	7,112 1 8	10,228 14 0	9 10 4½
Grand Total ...	18	408	3,116 12 4	7,298 13 3	10,415 9 7	

Central Provinces.

81. In the Central Provinces the progress of female education has been numerically rapid during the last few years, and is thus described in a recent letter from the Secretary to the late Officiating Chief Commissioner:—

Statistics.

Schools.	Number.	Number of Pupils.	Cost to Government.	Cost to local Funds.	Average cost to Government.
			Rs.	Rs. A. P.	Rs. A. P.
Government Schools	130	3,621	650	15,335 6 8	0 2 9
Normal "	1	19	...	4,461 10 4	
Total ...	131	3,640	650	19,797 1 0	
Unaided Private "	1	22	...	859 12 0	

"Before touching on Major Dod's proposals, I am to give the following brief sketch of the rise and progress of female education in the territory under this Administration. Up to the end of May 1863 but little had been accomplished in this respect, there being at the time but five female schools with 57 pupils. These schools were all situated in the Northern Educational Circle, which comprised the districts formerly known as the Saugor and Nerbudda Territories. Within the Nagpore Province Proper, Nagpore, Kamptee and Seetabuldee were the only places that could boast of classes for the education of females, and these classes owed their existence entirely to the efforts of the Missionaries of the Free Church of Scotland. The appended extract from Sir R. Temple's review of the state of education in the Central Provinces for the year ending April 20, 1864, will show that in one year the number of female schools increased ninefold, and the number of puplis more than 14 times. The extracts from the Report of the Educational Department for the year 1864-65, and from the Chief Commissioner's review thereof, show an increase of 18 in the number of female schools and 440 in the number of pupils,—an increase generally distributed over the whole of the provinces. During the year 1865-66 the number of schools increased from 65 to 91, and the pupils from 1,244 to 2361; and by the end of the year 1866-67, 130 schools with 3,621 pupils had been established.

"The number of female schools existing at the end of the last official year show that the importance of female education has not been lost sight of in these provinces. Indeed, considerable exertions have been made to increase both the number and efficiency of the schools. In numbers the increase has hitherto been steady, and the Officiating Chief Commissioner trusts that it will continue to be so. But Mr. Morris is constrained to acknowledge that the efficiency and quality of the schools have not risen to so high a standard as could have been wished.

"All our Educational officers, and many Civil officers who take an interest in the movement, ascribe the partial failure, if it may be so styled, of our female schools to the want of properly qualified school mistresses and teachers. It seems quite clear that, so long as our female schools are presided over by men, they will not be popular or well attended. The fact that, wherever European ladies have taken great interest, these schools have been, in comparison with others not enjoying such advantages, most successful, apparently supports this view, It may, inded, be conjectured that female schools presided over by male teachers would not be successful even in the most civilized European country.

"To supply this great want, the late Chief Commissioner, Sir R. Temple, in 1865, sanctioned the establishment, as an experimental measure, of the Female Normal school mentioned in Major Dods' letter. This institution has been fairly successful so far as it goes; it has already passed out a few school mistresses possessing the qualifications of the average of village school masters, and qualified to take charge of small girls' schools, a few more Native ladies are being trained, and will probably be so far qualified in the course of a few months.

"The Officiating Chief Commissioner agrees with the Director of Public Instruction in thinking that the time has now arrived when our Normal school should cease to be an experiment, but should be re-organized and established on a broad and permanent footing. Mr. Morris also thinks that, unless a good European mistress be placed at the head of this institution, it can never become thoroughly efficient, and will never give perfect satisfaction. With a Native teacher presiding, as at present, school mistresses with but moderate acquirements, similar to those who have already been passed out, will be trained, but something more than this, I am to submit, should be expected from the principal institution for female education in these provinces."

British Burmah, Mysore, Coorg.

82. Beyond what will be found in the compilation below, there is nothing at all noticeable in these provinces as regards female education. There are no Government institutions in either of the three provinces for the purpose.

Hyderabad Assigned Districts.

83. Female education does dot appear to have been attempted in the Hyderabad Assigned Districts. In reviewing, however, the Report for the year the Resident remarks—

"It will be advisable also to take into consideration the course that should be adopted in Berar as regards female education; without wishing to press this matter prematurely, and bearing in mind also the fact that until there is some appreciation of instruction amongst men, it is hopeless to look for its introduction amongst women,—the Resident is still of opinion that, in concert with the Deputy Commissioners, a beginning might, notwithstanding, be made, especially in a town of any importance such as Oomrawuttee; and the question of such institutions might, therefore, be advantageously taken up at an early date."

General summary as regards female education.

84. On the whole, then, it would appear that, up to the year under review, "the frank and cordial support" of Government to female education, promised in 1854, had not been given, and that only a beginning had been made in some provinces. But it should be mentioned that the current year has been one of progress in this direction. Miss Carpenter's visit, at the close of 1866, gave a stimulus to the movement which had been warmly taken up in the Punjab four years previously, and the Government of India has since held out promises of liberal assistance and support to an indefinite extent, on the single condition that the genuine co-operation of the Native community can be secured. It will belong to the record of another year to show how this offer has been responded to.

85. Looking generally to the results which I have recorded it would appear that the immediate obstacles to progress are the want of trained schoolmistresses and of adequate inspection, and that the greatest degree of success has been achieved in those provinces where a personal interest in the movement has been most evinced by the District and Educational Authorities. It may, perhaps, be considered a matter of congratulation, and a good earnest for the future, that any success at all has been achieved in a few years in a matter which is surrounded by difficulties that spring from the strongest social prejudices of a nation the most tenacious of all prejudices.

General Remarks on Statistical Tables.

February 1868.

86. I have now eliminated and briefly considered the two comparatively weak points of the educational systems in India. By comparatively weak, I mean points in which the least general success has been attained in this country. I do not mean a comparison with England, where primary education, as a State measure, is only at this moment under discussion, and where the main difficulty that attends female education here, does not exist.

I shall now proceed to make a few remarks suggested by a further perusal of the statistical tables. In doing this, I shall confine myself, as much as possible, to the leading features of the state of education in each province. Such remarks must necessarily be to a certain extent one-sided, as it would obviously exceed the limits of any note to treat exhaustively the vast mass of facts that are shown, and the inferences that are suggested, by these tables.

Universities.

87. First, as regards the universities. In the compilation below will be found the Annual Reports of the Syndicates of each University,* giving a detail of their operations for the year. The universities seem to be fulfilling very satisfactorily the precise purpose for which they were instituted in 1854. They are the test and standard in each Presidency of the efficiency of every institution in which a higher order of education is imparted. In the Report of the Director of Public Instruction in the North-Western Provinces, a complaint is made, in the paragraph which is quoted in the margin, that the test applied by the Calcutta University is arbitrary, and that the result depends more on the chance of a pupil having been instructed in

"This table shows that 34 candidates passed, out of 57 sent up, that is to say, 59 per cent. of the candidates passed the examination. But of these 59, I find that 1½ only passed in the 1st Division, 31½ in the 2nd, and 26 in the 3rd. The deduction is obvious that we have as yet attained mediocrity only according to the standard of the Calcutta Examiners. I could wish this were less arbitrary. It varies year by year, and that the shears become sharper as the number of candidates becomes greater is the only definite observation possible. The idiosyncracies of one Examiner may throw the statistics of years into confusion. For example, the Examiner in History might set a paper which would pluck the candidates at all schools, except those where the teacher happened to have laid stress on the Examiner's favorite pieces. It is, therefore, with some hesitation that I record the above figures as an index of progress."

* The Report of the Madras Syndicate is embodied in the Directors' Report.

the Examiners' "favorite pieces," than on his general proficiency. The Reports, however, of the Directors of Public Instruction of the other provinces in Bengal are quite free from any such views. In Bombay, Sir A. Grant, than whom a more competent authority could hardly be found, distinctly says—"I have complete faith in the standards of the University, and as "the different grades of the departmental schools are subordinated so as "to lead up to the University standards, I consider each school satisfac- "tory in accordance as it fulfils its proper and defined functions." The same view appears to be accepted by the Director of Public Instruction in Madras. On the whole, therefore, in the absence of any specific evidence to the contrary, we may, perhaps, be justified in concluding that the test applied by the University to the efficiency of the higher institutions in each presidency is both just and uniform, and that, without such a test, there would be nothing to register the progress of the year.

Report for 1865-66.

An equally important and perhaps more interesting subject of inquiry would be whether the standards of the universities are the same in the three presidencies, and whether university distinctions represent the same average degree of progress in the student, or in what respects they may differ. In connection with this point, the following remarks have been made by the Director of Public Instruction in Bombay:—

"The leading fact which, I think, discloses itself in comparing the universities of Calcutta and Bombay, and which is very interesting, is that there is a difference of kind between these two universities corresponding to the difference between Cambridge and Oxford. The Calcutta University has been, I believe, cheifly moulded by Cambridge men, and the Bombay University has certainly taken its direction from a preponderance of Oxford men among its founders. The result of this difference of direction has been (amongst other things) to give a preponderance to mathematical and physical studies in Calcutta, and to historical and philosophical studies in Bombay. The effect of the different spirit of the two universities upon the mind of Eastern and Western India will remain to be seen in the future; but as yet, I am humbly of opinion, that neither university has any very great cause for self-gratulation. We are both, it seems to me, in complete infancy, and have much in our development that requires careful attention."

88. There is in one point of view something striking in these universities and in the collegiate systems of which they are the center. In their scheme of examination, and in the long calendar of graduates and under-graduates, and University distinctions, they suggest the analogy of Oxford and Cambridge, but one should bear in mind that, whereas in England such an education can only be obtained by the comparatively wealthy, it is freely offered in this country mainly by the munificence of the State and not by private endowment, in institutions which are either purely State charities, or are very largely aided by the State; and that the cost to the student is never more than 24 shillings a month in Bengal,—the highest charge at the Presidency College,— while in the higher schools of Bombay, Madras, the North-Western Provinces, the Punjab, and Oude, the charge varies from three shillings to three-pence a month ;—and that all this is done to put a subject race on a level with the dominant race ; and that during a mutiny in which the resources of the dominant power were sorely tried, these universities continued to hold their examinations and the educational machinery worked on as before ; and that afterwards, when financial deficits came

and stringent reductions were made and the burden of new and personal taxation was imposed, not only was there no proposal to decrease the State's bounty to education, but every year made a large addition to it. All this seems to show a steady adherence to the cause of education that should not pass unnoticed.

General Remarks on Statistical Tables continued.

89. I now continue the general remarks suggested by the statistical tables, but I must repeat that these tables can only give a rough and approximate idea of the state of education in each province, and do not enable any precise comparison of details to be drawn between different provinces. Before this can be done, a uniform series* of forms must be provided, and the educational authorities throughout India must agree to use certain denominations, and to attach specific meanings to them. So long as denominations differ, and we read in different Reports of provincial schools, taluq schools, zillah schools, high schools, lower schools, hulkabundee schools, &c., and so long as no specific and uniform standard of examination is applied to each class of schools, all, but the most general comparisons of province with province, based on clear and broad facts, are, I think, not only quite false, but delusive. Even in the Bengal presidency, directly we leave the University standard, the element of uncertainty begins; much less can comparisions be drawn between Institutions presided over by different Universities.

In this Note I mean by a higher class school, one that educates up to the University Entrance Examination; a middle class school, one that does not educate up to the University standard, but is above the schools designed for the masses; and a lower class school, one designed primarily for the masses.

Bengal.

90. Bengal will be found to keep its prominent position, both in regard to the facilities of higher education of all kinds which it offers, and the appreciation shown for such education by the Natives. This is evident from the fact that of the 1,350 candidates for University Entrance Examination, 1,147 were from Bengal alone; and of these, 561 were successful of the total 638 successful candidates. In the First Arts Examination, Bengal sent in 120 successful candidates out of 131; in the B. A. Examination, 58 out of 60; and in the M. A. Examination, 18 out of 22. In Bengal the Law Classes of the Presidency and Hooghly Colleges are not only self-supporting, but yield a considerable surplus; and the Medical College, especially the Vernacular Department, is highly popular.

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* This is a great desideratum. A set of forms were ordered for general adoption in 1856, but many of them have become obsolete, and a revision of them is urgently required. I would suggest an Educational Congress to report on the question of University Standards, School Standards and Statistical forms.

91. But this pre-eminence is not attained without a sacrifice in another direction. From the tables annexed in the margin, it will be seen (1) that the annual cost incurred in the salaries alone of officers engaged in direction and instruction in the higher educational institutions, general and special, in Bengal, excluding high schools, is far larger than that in any local Government; and that (2) the annual expenditure from public funds on schools of the lower class, Government or aided, is far lower than in any local Government, except Madras. Hence, Bengal is the province of the most marked educational contrasts. On the one hand we find a comparatively small number of students being instructed, mainly at Government expense, in the languages and the philosophy of the West, and engaged in the pursuit of University distinctions; side by side are schools for the masses, receiving no aid from Government, where the pupils are taught to scratch letters in the dust*, and to write on palm leaves and plantain leaves, or to recite "rules of Sanscrit grammar†" and strings of Sanscrit texts," as a substitute for primary instruction. In the Central Division alone, which includes the presidency town, the Inspector reports the existence of 699 schools with 20,641 pupils, "which have not yet been taken up by the Government or by "any Society;" and he believes, these numbers to fall very far short of the truth.

No. 1.

Povinces.	Number of appointments.	Salaries per annum.* Rs.
Bengal ...	75	5,36,679
Bombay ...	57	2,54,652
Madras ...	25	1,16,324
North-Western Provs.	12	96,900
Punjab ...	12	91,692

* In these appointments it does not appear whether the strong claims put forward in 1854 in behalf of practical agriculture have been recognised.

No. 2.

Provinces.	Rs.
Bombay	... 3,93,036
North-Western Provinces	... 3,37,439
Punjab	... 1,67,344
Bengal	... 1,03,071
Madras	.. 46,038

Of course, it may be urged that a contrast, more or less similar, may be drawn in other provinces, and that there is a large number of intermediate schools between the two extremes; but looking to the comparative expenditure on the two extremes, and to the fact that there is not as yet any generally adopted system of primary instruction in Bengal, it seems allowable to say what the contrast is most marked in Bengal.

Again, in the Report of the Director, it is striking to see the difference in the way in which the subject of elementary education is treated from that of the reports of other provinces. In Bombay and Northern India generally, inspection appears to be the most laborious duty of the Directors‡ who write from personal experience of what they have seen on their tours, and of the classes on whom the operations are telling. In Bengal the

* See Mr. Woodrow's description of an unaided village school in Bengal Report for 1859-60.

† Inspector's Report for 1866-67, page 157.

‡ While these sheets were passing through the Press, the designation of the Director of Public Instruction in the Central Provinces has been changed, at the Chief Commissioner's request, to "Inspector General of Education."

distances are so great, and the operations so small and so partial, compared with those of higher education, that the subject gets but little notice from the Director, and if it were not for the Inspector's Reports, one would almost infer the Director to be for English instruction only, and that there must be another Director for the Vernacular, or that there can be no system of elementary education at all. But this, as I have shown above, is far from being the case. Still it is clear that in Bengal the theory of the "downward filtration of education" is most systematized and has its best chance of success. In Bengal the direct instrumentality of Government is mainly brought to bear on the few, whereas in other provinces there are means of getting at the masses not partially, and as an experiment requiring special and additional officers to carry it out, but all over the country as a strong and distinctive element of the regular educational system.

But it was proposed in this Note to test ascertained facts, not by individual theories of what is, or is not, the best channel for educational operations, but by existing orders. It may perhaps, therefore, be asked, in the words of the Despatch of 1854, how far does the Bengal system tend "to confer those vast, moral and material blessings which flow from "the *general* diffusion of useful knowledge?" There is "satisfactory "evidence of the high attainments in English literature and European "science in the few," but how does the system "provide for the extension "to the general population of those means of obtaining an education "suitable to their station in life which had theretofore been too exclusively "confined to the higher classes"? What becomes of all these highly educated young men from Bengal whom the University turns out every year? Are they, as in England, absorbed into the channels of every-day life, with a satisfactory or even perceptible result? Are they to be traced, as in England, in a liberal and enlightened Native Press? Do Native gentlemen, like English gentlemen, return to their * zemindaries from a University career, to spread around them the reflex of the enlightenment they have received themselves? Does the process of highly educating a few, and leaving the masses, tend to increase, or to diminish, the gulf between class and class? Are there any indications of a decrease in crime, or of a dawn of intelligence in the agricultural classes of those districts where the mass schools "have not been taken up by Government or by any Society," and where education only "filters"? In short, is the theory of "downward filtration" answering? Such questions will occur to any one who sees how the public expenditure on education is annually distributed, and how comparatively few are the recipients of the larger share of the State's bounty in Bengal.

Paragraph 2.

Paragraph 10.

Despatch of 1863.

92. I do not, of course, venture to say, on an imperfect knowledge of the facts, that these questions cannot be satisfactorily answered. On the contrary, if they can be satisfactorily answered, and education does, as a matter of fact, "filter" downwards in such a degree as to supersede the necessity of more direct instrumentality of Government, it will, I think, be generally admitted that the ultimate object of the Despatch of

* The Director's Report shows that 30 per cent. of the students at Government colleges are sons of zemindars, talookdars, and persons of independant income. In private colleges the proportion is 26·6 per cent.

1854 is as much in course of realization in Bengal as elsewhere. But, even in this case some authoritative expression of opinion seems required, as to the grounds of the continuance of one system in the Bengal presidency in such strong contrast to the rest. The Director, as we have seen, has advanced a claim for the purposes of education to two per cent. of the total revenues collected in Bengal, but might not a juster claim, supported by the precedents of Northern and Western India, be advanced in behalf of the masses, that at least one per cent. of the land revenue be exclusively devoted to them ?

93. But to return to an examination of the satistical tables :—

In the number of the higher schools, and in the proficiency of their pupils, the same pre-eminence is apparent. The point is strongly put by Mr. Woodrow, the Inspector of the Central Division—

"The eastern portion of Hooghly contained schools which sent to the Entrance Examination more successful students than were sent from all the schools, Government or private, aided or unaided, in the Punjab, the North-Western Provinces, Oude, Ajmere, and the States of Rajpootna, the Central Provinces, Behar, and Orissa. These vast territories form the whole of Northern India, and in their extent, population, wealth, and power, constitute fully a half of Her Majesty's possessions in India and the East. Yet these regions passed only 82 in 1865, and 97 in 1866; while a portion of the little county or zillah of Hooghly passed 91 and 119 in the same years. In higher examinations, Hooghly was more successful, and, I believe, passed six for every one from Northern India."

94. In fact, there can be no question that an honorable and lucrative career in law, medicine, or the public offices, is open to the Natives of Bengal who can take advantage of the facilities offered to them; and that hence a higher education, including a knowledge of "the language of good appointments" has a well understood market value, and is in large demand. Notwithstanding this, the Directors' Report shows that the Government Higher Class English schools absorb more than 16 per cent. of the total annual expenditure, whereas the Government Middle Class Vernacular and Lower Class Vernacular schools receive only 2·05 and 1·01 of the expenditure, respectively. It seems, therefore, quite open to doubt whether the direct patronage of the State flows most in the channel where there is the greatest need for it, and whether the expenditure on the higher Government institutions might not gradually, but largely, be withdrawn, and the funds be utilized in the extension and improvement of the lower institutions. In connection with this point, I will quote a suggestive passsage from the Report of the Inspector of the South-West Division :—

"MIDDLE CLASS SCHOOLS UNDER MISSIONARY BODIES.—The two schools of this class are the Mission school at Midnapore and the Cuttuck Mission school. The former of these not actually looked after by Missionaries, though, as it bears the name 'Mission' school, I have placed it under this head. It is kept up by schooling fees and local subscriptions amongst the European residents of the Station, supplemented by a Government grant. It fulfils an important duty, inasmuch as it enables a number of poor boys to obtain a certain amount of English education at a low rate of payment, at the same time it in no way interferes with the Government zillah school, which is *in every respect* superior to it. No lad who can afford to pay for education in the Government school thinks of going to the Mission School, though, on the other hand, it sometimes happens that boys who have obtained an elementary education at what is comparatively speaking, a very slight cost, join the Government school when they can learn no more in the Mission School, and in that school study up to the University Entrance standard.

"Very nearly the same may be said of the Cuttack Mission school, except that it is looked after by the Missionaries there, and is in every way a better managed institution than that at Midnapore."

95. From this it would appear that there is a demand for higher education at Midnapore and Cuttack, and that the demand is met by the establishment of purely Government schools, which stand side by side of Missionary schools. Now, the cost to the State of every boy's education at a higher Government school is Rs. 25 per annum, whereas the similar cost at a higher aided school is Rs. 6-5 per annum, and the question naturally occurs, whether it would not be possible, at a far less cost to Government, to improve these aided schools, so as to enable them to supply the local demand entirely. Such a measure would seem to be in accordance with the intention expressed in paragraph 61 of the Despatch of 1854,—"We desire to see local management under Government inspection and assisted by grants-in-aid taken advantage of wherever it is possible to do so, and that no Government colleges or schools "shall be founded for the future in any district where a sufficient number "of institutions exist, capable, with assistance from the State, of supplying the local demand for education."

The point is not noticed in the Director's Report, but it is possible that there may be other cases like Cuttack and Midnapore.

96. I do not wish to be understood to intimate that there is not a large development of the grant-in-aid system in Bengal for the purposes of higher and middle class education. On the contrary, I annex statistics to show how large the development is; but I would suggest the enquiry whether, in a Province where such a large private agency is at hand, the grant-in-aid expenditure from Imperial funds bears anything like a fair proportion, especially in the higher schools, to expenditure on purely Government Institutions.

Aided Schools.	Cost to Imperial Funds.	Government Schools.	Cost to Imperial Funds.
	Rupees.		Rupees.
Higher Class, English ...	49,974	Higher Class, English ...	1,88,542
Middle " ...	94,835	Middle " ...	20,633
Middle Class, Vernacular ...	70,451	Middle Class, Vernacular ...	31,652
TOTAL ...	2,15,260	TOTAL ...	2,40,827

This table should be considered in connection with the fact that from the first it was intended that Higher and Middle Class Government schools should not be the media for the general education of the people, but should be *models** only, to be superseded gradually by schools on the grant-in-aid system. In the Education Report for 1856-57, this view was distinctly put forward in the following extract :—"Where in consequence of "the increasing demand for English education we find, as we sometimes do, "a difficulty in preventing the Government school from being overcrowded, "the fee levied is gradually raised, and inducement and opportunity are "thus afforded for the establishment in the neighbourhood of one or more "private schools under the grant-in-aid system, which schools may in "time be enabled to supplant the Government school."

* Despatch of 1859, paragraph 46.
" dated 23rd January 1864, paragraph 6.

An enquiry might, perhaps, be made, whether in a province where education is so far advanced, and so appreciated as in Bengal, an annual expenditure of Rs. 4,43,764, of which Government pays Rs. 2,40,827, is still required for higher and middle class schools as models.

97. As regards the higher classes, then, there can be no doubt that success has largely attended the educational system in Bengal; but testing all the results, as proposed above, by the standard laid down in the Educational Despatches of 1854 and 1859, I think that the following inferences may be drawn :—(1) that although it was considered in 1854 that the efforts of the State had up to that time been too exclusively directed to the higher classes, and that after the establishment of universities, enough would have been done for those classes, the direct operation of the educational system is mainly upon the same classes still; (2) that although the grant-in-aid system has, in accordance with the directions contained in the Despatch, been defined in a body of Rules which have been made publicly known, and have resulted in a very large increase of educational operations, especially in middle class schools, the increase has involved so much additional charge to the State, and the expectations held out in 1854 of closing Government institutions, and so contributing to a still further development of the Rules, have not as yet begun to be realised; (3) that one main object of the Despatch—the provision of primary instruction for the masses—has not yet been secured, and there is no fixed system, based on "the direct instrumentality of Government," from which its attainment can with any confidence, and at any reasonable cost to the State, be expected.

Bombay.

98. A general review of the state of the educational system in this province will be found in the last paragraph of the Director's report. As compared with Bengal, the facilities of higher education are fewer, and more dependent on the direct instrumentality of Government, and less is done by private exertion and liberality. This is alleged to be owing chiefly to the numerical weakness of Missionary bodies in Western India, and is shown in the small proportion as compared with other provinces which the grant-in-aid expenditure bears to the whole Imperial expenditure. In Bombay the Director claims that greater attention has been paid to the introduction of regular standards of examination under which all pupils, both in Government and Aided institutions, are tested and returned, also to the application of the same scale of standards to the classification of schools, no boy being allowed to enter a high school until he has passed a certain examination. In Bombay the English system of payments by results has been introduced, both into private institutions and into those for primary education, and though this system has not yet worked long enough to enable any decided opinion to be formed of its merits, its progress, so far, appears to be most enocuraging. But by far the most successful feature in the connection of the State with education in this presidency is the establishment and progress of the educational cess, a full account of which I have given above. The cess bids fair to solve the great problem of the Despatch of 1854—education for the masses; and it is owing to this cess that the statistics of education in Bombay when tried by the

Paragraph 27 of Report.

standard of the Educational Code will not be found wanting, except in the two points of female education and the development of the grant-in-aid principle, to both of which the attention of the Educational Authorities during the current year has been especially directed.

99. The main educational feature in Madras is the large operation of the "Teachers' certificate system," for an account of which I must refer to paragraphs 372-373 of the compilation for last year, and to the Grant-in-aid Rules attached thereto. The working of this system during the year under review will be found in detail in the extract from the Director's Report and in the correspondence in the Appendix. Looking now at the statistical tables, we find success and failure in the same points as in Bengal; but as far as can be gathered from mere statistics, the success would seem to be less, and the failure greater. The institutions for the upper classes are numerous and well attended, but they are far fewer, in proportion to population, than in Bengal; and the lower schools seem altogether inadequate to supply the requirements of the presidency, the proportion of pupils to population being lower in Madras than in any part of British India. In elementary education the greatest sucess has attended the system of payment for results, but it is doubtful whether, without a general cess, as in Bombay this system is capable of being extended at any reasonable cost over a large population, and it has the inherent defect, before referred to, of making the action of the State "the handmaid and follower only" of private enterprise, and does not supply education where the need is most urgent. The other system based on the Educational Act of 1863 is very slow in its operation, and is not always worked harmoniously by the District and the Educational Authorities. Great strides have been made in other provinces during the last few years in the extension of education generally, and more especially of primary education, but Madras does not appear to have progressed with the rest. The cause of the shortcoming is very difficult to define, as the Educational Reports of this presidency show no lack of zeal and ability in the department. I venture to suggest three reasons for the state of affairs which the statistical tables indicate. The last few* years have not been years of prosperity in Madras, as they have been in Northern and Western India, but years of famine, pestilence, and calamity. The people have had a hard time to live, and there has been little surplus energy or money for education; (2) there is no evidence in the Reports of the same hearty and cordial co-operation between the District and Educational Authorities which distinguishes the Reports from the Punjab, Oude, or the Central Provinces, where the District officer appears to be considered as responsible for the state of education in his district as he is for any other feature in his*(a)* administration. On the contrary, in the working of the Educational Act, there is evidence of occasional collision in Madras. Lastly, not only do the masses fail to receive anything like their "proportionate share" of public expenditure, but the total

Madras.

* *i. e.,* from 1862-63 to 1866-67.

(a) This view will be found most prominently put forward in the orders of the late Chief Commissioner of the Central Provinces upon the Annual Reports.

Imperial expenditure in Madras is far smaller in proportion to population than that in any other province; and hence, possibly, enough has not been done "to place the benefits of education "plainly and practically before the people." On such a point no degree of certainty can, of course, be gathered from statistics, but there may be some significance in the fact that the private donations and endowments in Madras, with a population of 28 millions, do not bear any proportion to the amount contributed by the eight millions in Oude.

Statistics.

Return of private donations and endowments from which aid was received by the Department of Public Instruction during 1866-67:—

	Rs.	A.	P.
Madras ...	1,770	12	0
Oude ...	51,809	14	0

100. The statistics of education in these provinces seem, on the whole, and excepting female education, to correspond very fairly with the principles laid down in the Educational Code. Undoubtedly, as stated in the note for last year, the means of education for the higher and middle classes are comparatively meagre, but progress is being made in this direction, and there is nothing to show that the facilities offered are not adequate to the demand. An educational system which begins at the base, but produces a Society like the Aligurh Institute, cannot be said to be making no progress among the higher classes of the community. The Director's summary at the close of his Report gives a fair resumè of the operations of the year, and we may perhaps include, in the more satisfactory features of the system, the consolidation of the local cess on a permanent footing; the improvement, as tested by the University returns, of the character of the higher class of education, and in the number of those who avail themselves of it; the warm co-operation aroused in the community, and the establishment of local bodies in which it can work intelligently and directly; and I would add, the evidence of something like a healthy, English* public school spirit—no unworthy tribute to the personal influence of the Director.

North-Western Provinces.

101. In this province the efforts of the State in the cause of education have been equable, and not unduly or too exclusively directed to any one section of the community, and hence they appear to be marked by an uniform degree of success. While elementary education has been placed on the sound and permanent basis of the cess, female education has not been neglected as in Bombay and Madras, and higher class education has received more facilities than in the North-West. The Educational Department in the Punjab is comparatively young, but on all points its action seems most to carry out the principles laid down in the Despatches of 1854 and 1859. The only failure which the statistics disclose is the very high cost to Government of College education; and it is difficult to avoid the conclusion that the establishment of these colleges, before the zillah schools had been sufficiently long in existence to supply them with students, was premature. The Punjab

Punjab.

* The score of a cricket match and an account of athletic games will be found in the Report for 1865-66.

Government and the Educational Authorities attribute this want of success to the paucity of Government scholarships,—it having been ruled that only one-third of the matriculated students of each year are to be provided with scholarships from the Imperial funds, one-third being the proportion allowed in Bengal. The correspondence will be found in the Appendix. In the Report for the year, the Director complains of the want of "liberal scholarships on which College students can "support themselves and their families during the four years of "College study"; in other words, a scholarship in the Punjab is not to be competed for and given as the reward of distinguished merit, but is to be a payment made by Government to induce students to receive from Government the advantage of a costly education. But it may be observed that so large an appropriation of Imperial funds to the benefit of the few, and calculated to create an artificial demand for a higher order of education than the community generally cares for, would seem to be opposed, not only to the theory of education propounded in the Despatch of 1854, but also to the previous policy of the State. In Macaulay's well known Minute of 1835, on the study of Sanscrit and Arabic, written by him after being appointed President of the Council of Education, there is a passage which, *mutatis mutandis*, seems so applicable, that I will quote it at length :—

"I can by no means admit that, when a nation of high intellectual attainments "undertakes to superintend the education of a nation comparatively ignorant, the learners "are absolutely to prescribe the course which is to be taken by the teachers. It is not "necessary, however, to say anything on this subject; for it is proved by unanswerable "evidence that we are not at present securing the co-operation of the Natives. This is "proved by the fact that we are forced to pay our Arabic and Sanscrit students, while those "who learn English are willing to pay us.

"I have been told that it is not the fashion for students in India to study at their own "cost. This only confirms me in my opinion. Nothing is more certain than that it never "can, in any part of the world, be necessary to pay men for doing what they think pleasant "and profitable. India is no exception to this rule. The people of India do not require "to be paid for eating rice when they are hungry, or for wearing woollen cloth in the cold "season. To come nearer to the case before us, the children who learn their letters and a "little elementary arithmetic from the village schoolmaster are not paid by him. He is "paid for teaching them. Why then is it necessary to pay people to learn Sanscrit and "Arabic? Evidently because it is felt that the Sanscrit and Arabic are languages the "knowledge of which does not compensate for the trouble of acquiring them. On all "such subjects the state of the market is the decisive test."

102. A question has recently been raised, but not yet, I think, officially put forward, whether another University is not required in the Bengal presidency, and undoubtedly the strong Vernacular element in the educational systems of Northern India is very inadequately represented in the Calcutta institution. I do not venture to offer an opinion as to whether there is or is not any immediate necessity for the measure, but the condition of the colleges in the Punjab would seem to be a standing example of the danger of any step in advance of actual requirements.

Oude and Central Provinces.

103. In Oude and the Central Provinces the establishment of organised departments is so recent, that the progress and prospects of education, as shown in the Directors' Reports, rather than the numerical results, as shown in the statistical tables, will best claim our attention.

It may perhaps, however, be said that, in all points, these provinces are working steadily up to the standard laid down in the Despatches of 1854 and 1859.

Hyderabad Assigned Districts and British Burmah.

104. In the Hyderabad Assigned Districts and in British Burmah the departments, on an organised system, are comparatively in an initiatory stage, and the Reports of next year must be awaited before we can learn the direction in which their educational operations will work. In neither province has there been as yet any educational cess or system of primary instruction; but in British Burmah, the Chief Commissioner has pointed out the Buddhist monasteries, the indigenous schools of the country, as a good ground-work for the future establishment and extension of the scheme. The Hyderabad Assigned Districts have in some degree shared with Bombay in the profits of the cotton trade, and have been exempted from the calamities which have more recently overtaken some portions of Southern and Eastern India. The propriety of the establishment of an educational cess will no doubt be considered during the year*.

Notable facts in the year.

105. The most important educational facts of the year under review will be found in detail in the extracts from the Reports of the Directors given below. Among them may be mentioned Miss Carpenter's visit to India, and the stimulus given thereby to the cause of female education; the establishment of local educational Committees in the North-Western Provinces; the means of education opened for European and Indo-European children in Bombay; the progress of the cess; the steps taken towards the education of Native Princes; and Professor Bühler's tour in search of Sanscrit manuscripts in the same presidency.

"Gilchrist Educational Trust" Scholarships.

106. As a matter of general interest, it may be mentioned that the Trustees of the "Gilchrist Educational Trust" having expressed a wish to establish two annual scholarships of £100 each, tenable for three years, to be held by Natives of India at the Universities of London and Edinburgh, the Government of India asked for the opinion of local Governments as to the best mode of giving effect to the plan. It was suggested, in reply, that it was necessary to notify the scheme in the *Gazette of India* and the *Gazettes* of the several presidencies for general information, and that the selection of candidates from each province and the conduct of the examinations should be made by officers of the Educational Departments. The local Governments were, however, unanimous that the inducements offered were not likely to attract any large number of candidates as a stipend of £100 was not enough to enable a Native student to proceed to England or Scotland for a three years' course, since nearly two-thirds of the whole amount would have to be expended on

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* The cess has now been introduced by the late Resident Sir R. Temple and on the model of the cess in the Central Provinces, its present limit being one per cent. on the land revenue.

the voyage to and fro, and only one-third would remain for his support. It was added that, if the trustees had the means of expending £600 a year on the higher education of Natives of India in England, it would probably be more advantageous to endow one annual scholarship of £200 tenable for three years, and to assign it to each of the three presidency towns in turn; and that, in that case, the trustees might not be unwilling to connect the Gilchrist scholarship with the three Indian Universities, and leave the selection and examination of candidates to those bodies. The scheme was sent back to England with these and other minor proposed modifications, and the final decision of the trustees will be found in the Appendix.

Conclusion.

107. In conclusion, it may be noted that the year has been marked by the deaths of three officers in the Educational Department,—two in the Punjab, and one in British Burmah; of the former, the Punjab Government writes as follows :—

"The Lieutenant Governor has to notice with deep regret the loss, by death, of two Members of the Educational Department of this province,—of Mr. Hutton, Inspector of Schools, Frontier Circle, who died of small-pox at Hurripur; and of Major A. R. Fuller, R. A., Director of Public Instruction, who was unfortunately drowned while *en route* from Murree to Rawul Pindee. Major Fuller was appointed Director of Public Instruction in succession to the late Mr. W. D. Arnold in 1860. The subjoined statistics will show, to some extent, the great progress education has made in this province during the period of his incumbency of the office of Director of Public Instruction, and bears testimony to the ability and efficiency of his administration; but His Honor desires further to place on record his high appreciation of the conscientious and indefatigable manner in which the late Director discharged the important duties of his office, and his sense of the great loss the Educational Department of this province has sustained by Major Fuller's untimely death.

	1859-60.	1866-67.
	No.	No.
Number of students matriculated at the Calcutta University	...	114
Number of scholars attending—		
Zillah schools	723	6,753
Village schools	27,264	45,298
Number of teachers receiving training in Normal schools ...	75	236
Total amount of fees paid by scholars of Government schools, &c., ...	Rs. 1,134	Rs. 17,477
Amount expended in grants-in-aid to private institutions (on recommendation of Director)	8,960	1,36,254
Number of scholars attending private Grant-in-aid institution	No. 1,424	No. 17,272
Total number of persons receiving instruction in Government and Aided institutions	42,388	86,608

The death of Mr. Hough, the first incumbent in the office of Director of Public Instruction in British Burmah, is thus recorded by the Chief Commissioner—"The first Director of Public Instruction, "Mr. G. Hough, was an officer eminently fitted to conciliate and

"encourage both teachers and pupils. His high sense of the im-
"portance of the work before him, impelled him to continue in the
"discharge of his duties at a time when he should have sought change
"of climate and respite from his labors. By his death the Burmese
"youths have lost a true friend, and the service a valuable officer."

108. Having now attempted to show what are the principles of the Indian Educational Code, and what are the most noticeable points in the statistics of education as tested by these principles, I proceed to give extracts from the Annual Reports. It is to them that I must refer for information, in detail, of the operations of the year.

ARTHUR HOWELL.

February 1868.

PART II.

EXTRACTS FROM ANNUAL REPORTS.

EXTRACT FROM THE REPORT OF THE SYNDICATE OF THE CALCUTTA UNIVERSITY, 1866-67.

The usual examinations have been held during the year in Arts Law, Medicine, and Civil Engineering.

Soon after the result of the Examination of Entrance candidates in 1865 was published, Sir Cecil Beadon drew the attention of Syndicate to the fact that out of 1,500 candidates only 510 had passed, and suggested that some check should be imposed on the admission of candidates to future examinations who were not likely to pass. The Syndicate concurred in thinking it desirable to exclude from the examination candidates of whom there was no reasonable likelihood that they would pass, and recommended that the form of certificate for admission to the examination should be altered in such a manner as to require from teachers an expression of opinion as to the fitness of their candidates to undergo examination. In accordance with the recommendation of the Syndicate, the Faculty of Arts, and subsequently the Senate, adopted the form of certificate for Entrance candidates, which is given at page 20 of the Minutes. At the same time a proposal to divide the successful candidates at the Entrance, First Arts, and B. A. Examinations into three classes instead of two classes was adopted. The standard of marks for the first class has not been altered, but the second class consists of students who occupy a mean position, as regards marks, between those of the first and third classes. This sub-division of successful candidates will not only afford a better discrimination between the merits of those who pass, but will also aid Educational Authorities in classifying the schools in their respective provinces.

The new form of certificate for Entrance candidates was required at the examination of this year, and, as might have been anticipated, fewer candidates were sent up. There were 1,350 candidates, of whom 638 passed, 48 were absent, and 664 failed. Of the passed candidates, 76 were placed in the first class, 299 in the second, and 269 in the third class. Of the 664 candidates who were rejected, 530 failed in English, 91 in the second language, 359 in History and Geography, and 346 in Mathematics.

For the first Examination in Arts there were 426 candidates, of whom 131 passed, 43 were absent, and 252 failed. Of the passed

NOTE.—This compilation is intended to give the gist of each report in a convenient form unencumbered by purely local details or voluminous statistics.—A. H.

candidates, 14 were placed in the first class, 44 in the second, and 73 in the third class. Of the rejected candidates, 147 failed in English, 96 in the second language, 174 in History, 155 in Mathematics, and 136 in Philosophy.

There were 141 candidates for the degree of B. A., of whom 60 passed, 12 were absent, and 69 failed. Of the successful candidates, 10 were placed in the first class, 28 in the second, and 22 in the third class. Of the rejected candidates, 29 failed in English, 2 in the second language, 37 in History, 41 in Mathematics, 48 in Mental and Moral Science, and 24 in the optional subjects.

These results show a higher percentage of failures at both the higher Examinations in Arts than last year.

The Syndicate have therefore deemed it desirable to propose an alteration in the form of the certificate of candidates for these examinations, which will enable heads of affiliated colleges to keep back candidates who are not, in their opinion, likely to pass. The Faculty of Arts have approved of the change, and it is now submitted to the Senate for their sanction.

There were 31 candidates for Honors in Arts, of whom 18 passed, 5 being placed in the first class, 6 in the second class, and 7 in the third class, and 4 were absent.

There were also 8 candidates for the degree of M. A., of whom 4 passed.

At the Examination in Law there were 53 candidates, of whom 22 were passed for the degree of Bachelor in Law, and 14 for a Licence. Of the latter, 5 were subsequently declared to be entitled to the degree of B. L., under Clause 7 of the B. L. Regulations.

Two candidates appeared for Honors in Law, and one of them passed in Mercantile Law and in International Law.

At the Examination for a Licence in Civil Engineering there were 9 candidates, all of whom failed.

There were 46 candidates for the First Examination in Medicine, of whom 18 passed in the second division. At the Second Examination in Medicine and Surgery, there were 20 candidates, of whom 6 were passed in the first division, and 11 in the second.

Mr. Premchand Roychand's munificent donation of two lakhs of Rupees has been invested in 5 per cent. Government Securities, and, at a meeting of the Senate on the 21st July, a plan for the appropriation of the proceeds of this endowment in the foundation of studentships, to be named after the donor, was adopted. The details of the scheme are given at page 23 of the Minutes.

The Committee of the Duff Memorial Fund offered to transfer the money in their hands to the University for the purpose of founding four scholarships, to be awarded upon the result of the First Examination in Arts, and the Senate have accepted this benefaction from the subscribers.

The Syndicate have referred to the Faculty of Arts, for consideration and report, the question of introducing some uniform system for the spelling of Indian proper names in the Roman character, and a Sub-Committee of the Faculty has been appointed to make a report.

The Syndicate have conceded to pupil teachers in Government training schools, on condition of their having served for a full period of two years as pupil teachers or schoolmasters after passing the Entrance Examination, the privileges of schoolmasters as regards admission to the First Examination in Arts. The certificates of such candidates must, however, be countersigned by the Director of Public Instruction.

The present system of admitting private students to the Entrance Examination, upon certificate signed by Deputy Inspectors of Schools, has not been found to check the admission of candidates, who are quite unfit to go up to the Examination, and the Syndicate propose to require that such certificates in future be signed by the Principal of an affiliated college, or by one of the Inspectors of Schools, and the sanction of the Senate to this change is now solicited.

The question of levying a fee for admission to the Examination of Honors in Arts has been considered, and, with the approval of the Faculty of Arts, it is proposed that a fee of 50 Rupees be payable for admission to all future examinations.

The Syndicate desire to take this opportunity of recording the sorrow which they have felt at the great loss which the University has sustained by the premature death of the Lord Bishop of Calcutta. This is not the place for a detailed enumeration of the many excellent qualities by which the late Metropolitan was distinguished. But in common with all who ever had official relations with Bishop Cotton, the Syndicate had frequent occasion to observe and admire his ready solution of difficult questions, his conciliatory and generous spirit, his ripe and varied experience, and his large and liberal treatment of all matters arising out of the great objects of University education. The Syndicate therefore desire that this imperfect testimony to the memory of Bishop Cotton be placed on record in their Minutes.

The Hon'ble H. S. Maine has retired from the Vice-Chancellorship, having discharged the duties of that office for double the period for which it is ordinarily held. Mr. Maine's extensive and varied information, his correct and classical habits of thought and speech, and his familiarity with the scope, object, and details of the University system prevalent in England, singularly qualified him to preside over the University of Calcutta. These eminent qualities have been repeatedly acknowledged by the Government, and by the public interested in the progress of education, and the Syndicate cannot allow this occasion to pass without formally placing on record their testimony to the great value of Mr. Maine's services during the term of his high office extending over the past four years.

The following is a Statement of the Receipts and Disbursements of the University, from 1st May 1866 to 31st March 1867 :—

RECEIPTS.

		Rs. A. P.
From Government		43,028 3 6
Fees.	Rs. A. P.	
Entrance Examination	13,500 0 0	
First Examination in Arts	8,520 0 0	
B. A. Degree Examination	4,230 0 0	
M. A. Decree Examination	400 0 0	
B. L. Degree Examination	1,410 0 0	
Licence in Law Examination	300 0 0	
L. M. S. and B. M. First Examination	240 0 0	
L. M. S. and B. M. Second Examination	490 0 0	
Additional L. M. S. Fees	20 0 0	
L. C. E. Examination	225 0 0	
Fees for duplicate certificates	18 0 0	
Fines	18 0 0	
		29,371 0 0
Book Fund.		
Proceeds from the Sale of University Publications		5,242 13 0
TOTAL ..		77,642 0 6

DISBURSEMENTS.

	Rs. A. P.	
Establishment	4,829 0 0	
Office rent	1,100 0 0	
Scholarships	3,752 0 0	
Contingencies	9,557 3 6	
Remuneration to Examiners	23,790 0 0	
		43,028 3 6
Paid to the General Treasury, as per Sub-Treasurer's Receipts No. 5/578 of 11th August 1866, No. 5/1387 of 19th January 1867, and No. 5/1861 of 26th March 1867		34,613 13 0
TOTAL .		77,642 0 6

Number of Candidates at University Examinations and the number passed in each year since 1857.

	Entrance.		First Examination in Arts.		Bachelor of Arts.		Master of Arts.		Licence in Law.		Bachelor in Law.		Licence in Medicine and Surgery. First Examination.		Licence in Medicine and Surgery. Second Examination.		Bachelor in Medicine. First Examination.		Bachelor in Medicine. Second Examination.		Doctor of Medicine.		Licence in Civil Engineering.	
	No. of Candidates.	No. Passed.	No. of Candidates.	No. Passed.	No. of Candidates.	No. Passed.	No. of Candidates.	No. Passed.	No. of Candidates.	No. Passed.	No. of Candidates.	No. Passed.	No. of Candidates.	No. Passed.	No of Candidates.	No. Passed.	No. of Candidates.	No. Passed.	No. of Candidates.	No. Passed.	No. of Candidates.	No. Passed	No. of Candidates.	No. Passed.
1857	244	162	...	...	...	...	...	...	...	...	...	...	12	12	...	...	...	...	...	...	...	...	...	...
1858	464	111	...	...	13	2	...	...	..	...	19	11	40	24	...	...	...	...	...	...	...	...	...	...
1859*	1,411	583	...	...	20	10	...	...	...	...	20	3	31	12	...	...	...	...	...	...	...	...	...	...
1860	808	415	...	...	65	13	...	...	...	...	22	10	31	13	...	...	...	...	...	...	...	...	...	...
1861	1,058	477	163	97	39	15	1	...	7	2	17	14	16	7	20	14	...	...	...	...	...	...	10	6
1862	1,114	417	220	99	34	24	3	...	16	8	13	13	33	18	17	7	...	...	...	...	1	1	18	14
1863	1,307	690	272	149	35	25	7	6	19	9	15	9	35	16	19	14	...	...	...	...	2	2	...	...
1864	1,396	702	321	151	66	30	8	3	1	1	22	19	42	22	25	11	...	...	...	...	2	...	10	5
1865	1,500	510	446	202	82	45	15	11	7	5	17	17	34	14	20	18	2	2	...	...	1	1	5	2
1866	1,350	638	426	131	122	79	18	15	17	13	22	11	35	10	26	20	5	5	...	...	...	...	9	...
1867	...	...	...	...	141	60	39	22	17	14	36	22	44	17	18	15	2	1	2	2	...	...	6	6

* Two Entrance Examinations in 1859.

EXTRACTS FROM THE REPORT OF THE SYNDICATE OF THE BOMBAY UNIVERSITY, 1866-67.

Comparative Statement showing the number of Candidates who presented themselves and who passed at the following Examinations in 1865-66 *and* 66-67.

Examinations.	1865-66.		1866-67.	
	Presented.	Passed.	Presented.	Passed.
Matriculation	288	111	458	93
First Examination in Arts	50	29	59	21
B. A. Examination	25	10	36	15
M. A. Examination	7	4	8	3
Honours in Arts...	2	2	......	......
LL. B. Examination	2	2	2	2
Honours in Law...	2	2	......	......
First Examination for L. M. ..	5	4	......	......
Second Examination for L. M. ...	1	1	4	2
First Examination in Civil Engineering ...	......	......	3	2
	382	162	570	138

A.—EXAMINATIONS.

I. *Matriculation Examination.*—At this examination, which was held in November last, 440 candidates were examined, of whom 93 passed the examination. Of these 69 were Hindus, 18 Parsees, 4 Sindhis, and 2 Portuguese.

The following information as to their place of education is collected from the candidates' own letters of application for permission to attend the examination :—

19 from Elphinstone High School.
16 „ Poona High School.
9 „ Ratnagherry High School.
7 „ Free General Assembly's Institution, Bombay.
6 „ Surat High School.
6 „ Bombay Proprietary School.
5 „ Ahemedabad High School.
3 „ Belgaum Sirdar's High School.
3 „ Dhoolia High School.
3 „ Hyderabad High School.
2 „ Poona Engineering College.
2 „ Poona Free Church Mission Institution.
2 from Sir J. J. Parsee Benevolent Institution.
1 „ Ahmednuggur Government English School.
1 „ Baba Gokhlay's English School.
1 „ General Assembly's Institution.
1 „ Kurrachee High School.
1 „ Neriad Government English School.
1 „ Nassick Government English School.
1 „ Poona College.
1 „ Poona Normal College.
2 „ Private tuition.

93 in all

II. *First Examination in Arts.*—There were 59 candidates who had applied for permission to appear at the examination, of whom 21 passed the examination. Of these 14 were from Elphinstone College, 4 from Poona College, and 3 from Free General Assembly's Institution, Bombay; 15 being Hindus, 4 Parsees, 1 a European, and 1 a Portuguese.

III. *Examination for the Degree of B. A.*—There were 36 candidates, of whom 15 passed the examination, 2 being placed in the first division, and the remaining 13 in the second division. Of these 9 were from Elphinstone College and 6 from Poona College; 9 being Hindus, 5 Parsees, and 1 a Sindhi.

IV. *Examination for the Degree of M. A. in English and Latin.*—There were 3 candidates from Eliphinstone College, of whom 2 passed the examination; 1 being a Parsee and the other a Khoja Muhammedan.

V. *Examination for the Degree of M. A. in History and Philosophy.*—There were 2 candidates from Elphinstone College, 1 being a Hindu and the other a Parsee. They both failed to pass the examination.

VI. *Examination for the Degree of M. A. in Mathematics and Natural Philosophy.*—There was 1 candidate who passed the Examination. He was a Parsee from Elphinstone College.

VII. *Examination for the Degree of LL. B.*—There were 2 candidates from Government Law School. They were both Hindus. They both passed the examination, and were placed in the second division.

VIII. *Examination for the Degree of L. M.*—There were 4 candidates from Grant Medical College, of whom 2 passed the examination, and were placed in the first class. They were both Hindus.

IX. *First Examination in Civil Engineering.*—At this examination, which was held for the first time by the University, 3 candidates, who were ex-students of the Poona Civil Engineering College, were examined; of these, 2 passed the examination, 1 being placed in the first division, and the other in the second division. They were both Hindus.

B.—University Meetings.

During the past nine months the aggregate number of meetings of the University have been 42; of which 3 have been meetings of the Senate, 10 meetings of the Syndicate, 4 of the Faculty of Arts, 3 of the Faculty of Law, 5 of the Faculty of Medicine, 5 of the Faculty of Civil Engineering; the remaining being meetings of the several Boards of Examiners and of the Board of Accounts.

C.—Alterations in and Additions to Regulations.

Since the last Convocation, the approval of His Excellency the Governor of Bombay in Council to certain alterations in, and additions to, the Bye-Laws and Regulations mentioned in the last Report was received, and the Regulations thus altered have been since acted on.

During the period under report, regulations for the Jam Shri Vibhaji Scholarship were submitted to the Senate, and were recently approved of by them, and will be submitted for the approval of the Governor of Bombay in Council.

A new set of Regulations for the Degree of Master of Civil Engineering were also approved of by the Senate, and will be submitted for the approval of the Governor of Bombay in Council; as also alterations which have been made by the Senate in Regulations 9 and 20 of Medicine removing General Physiology and Anatomy from the Second to the First Examination for the Degree of L. M.

D.—University Prizes.

The Syndicate have to congratulate the University on the excellent working of the *Jugonnath Sunkersett Sanskrit Scholarships.* Twenty-one candidates presented themselves for examination; one Scholarship of Rs. 25 per mensem was awarded to Yeshvant Vásudev, Athalé, of Rátnagherry High School, and one of Rs. 20 per mensem to Govind Shripat Shikharé, of Dhoolia High School. Both of these scholarships are tenable for three years.

The competition for other University has prizes not been so satisfactory. For the *Manockjee Limjee Gold Medal* only one Essay was sent in, and this not having come up to the proper standard, the medal was not awarded.

The Homejee Cursetjee Prize also remained unawarded. The Syndicate, however, thought it expedient, for the furtherance of the purposes of the endowment, to award Rs. 50 to Mr. Mánakji Nasurvanji Nánávati, for the comparative excellence of his poem, though they did not consider it worthy of the prize.

E.—Endowments and Benefactions.

In letter No. 988, dated 8th October 1866, Government offered to the University an additional site in continuation northwards of the existing site and the north-east corner fronting the entrance to Church Street. At the Annual Meeting of the Senate, held on the 22nd December 1866, it was unanimously resolved "that the additional site offered by Government be respectfully accepted with the best thanks of the Senate."

The following books were presented to the University Library during the period under review :—

By Director of Public Instruction.—Trilingual Dictionary, by Mathura Prassad Misr.

Catalogue of the Oriental Books for sale in the Library of the College of Fort George.

Reports of the late Board of Education and Director of Public Instruction, Bombay Presidency, from 1840 to 1865-66.

Reports on Public Instruction, in the presidencies of Bengal, Madras, and the North-Western Provinces.

Reports of the Geological Survey of India for the years 1860-61, 61-62 and 62-63.

Reports of the Second Series, Part I, to Third Series, Part VI, of the Palæontologica Indica.

Travels in England by Kursondass Muljee.

Cowasjee Patell's Chronology of Eras of different Nations.

By the Bombay Branch of the Royal Asiatic Society.—A complete set of the Bombay Branch of the Royal Asiatic Society's Journals from July 1841 to 1865.

F.—Retirement of the late Registrar.

Since the last Convocation for conferring Degrees, Dr. R. S. Sinclair, who had served the University as Registrar from its commencement, retired from his office. On this event the following Resolution was passed by the Senate at their Annual Meeting:—

"The Senate, in noticing the retirement of R. S. Sinclair, Esq., LL. D. from the Registrarship of the University, resolve to place on their Minutes the expression of their deep sense of obligation to that gentleman for the important and valuable services rendered by him to the University, especially in organizing the Registrar's Office, and assisting in putting into form the enactments of the University."

At the same meeting of the Senate the following Resolution of the Senate was also passed:—

"The University of Bombay, in token of its regret for the untimely decease of Dr. Haines, and to show its appreciation of his many valuable services as Fellow, Acting Registrar, Syndic, and Examiner, resolves to vote the sum of Rs. 1,000 towards the proposed testimonial in honour of Dr. Haines' memory, and to request the permission of Government for the payment of this sum from the General Fee Fund."

In adverting to this Resolution, with which they close their history of the Academical year, the Syndicate feel that in the much lamented Surgeon Robert Haines *they* have lost a most valuable colleague and the *University* one of its brightest ornaments.

EXTRACTS FROM THE REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION IN BENGAL, 1866-67.

At the close of the year under review the number of colleges and schools, Government and Aided, was 2,908, and the number of students in them 1,21,480 against 2,561 schools and 1,13,862 students at the end of the preceding year. The returns of the year reported upon exhibit, therefore, an increase of 347 schools and 7,618 scholars. In addition to these institutions, 425 private schools under inspection, which receive no pecuniary aid from Government, have furnished returns giving the number of scholars attending them as 13,460.

The total number of colleges and schools under the inspection of the Educational Department was therefore 3,333, and the number of students in them 1,34,940.

These statements show a fair increase both of schools and scholars; but it is represented by most of the School Inspectors that the famine which raged in some districts, and the consequent high prices which ruled throughout the country, have almost everywhere impeded the progress of education in a greater or less degree, and it is justly argued that, but for this cause and the continued prevalence of the epidemic fever, which has not yet loosed its hold on the districts it has ravaged for the last five years, the returns of the year would have exhibited a vastly larger increase than has actually taken place.

In addition to the regular Returns for schools under inspection, information has been obtained about a considerable number of unaided and uninspected schools both in Calcutta and in the country districts. The Inspectors' Returns include 808 such schools, having an attendance of 30,616 pupils. Of these, the Calcutta schools are mostly large and flourishing institutions of the higher class, in the hands either of Native Managers or of various Missionary bodies; those in the country districts are chiefly indigenous village patshalas kept by the old fashioned gurumahasoys.

The enquiries that have been instituted regarding the latter have been restricted to such as have an attendance of 20 pupils and upwards, but even under this limitation there can be no doubt that the returns are far from complete.

The general returns are classified in the following Tables :—

Return of Colleges and Schools receiving Allowances from the State.

March 31st, 1867.	Number of Institutions.		Number of Pupils.	
Government Institutions.				
Colleges (General)	*8		724	
Colleges (Professional, including Law Departments).	8		642	
Medical College (Vernacular Departments) ...	2		278	
Mudressas	2		90	
School of Art	1		31	
Normal Schools—				
For Masters	26		1,263	
For Mistresses	1		24	
Schools for Boys—				
English—				
Higher Class	†46		8,848	
Middle Class	15		1,112	
Vernacular—				
Middle Class	112		6,865	
Lower Class	84		3,262	
Schools for Girls (Native)	1		55	
		306		23,194
Carried over ..		306		23,194

* Inclusive of the First Arts classes attached to the Anglo-Persian Department of the Calcutta Mudressa which contained six students at the end of the year.

† Inclusive of the Anglo-Persian Department of the Calcutta Mudressa.

Return of Colleges and Schools receiving Allowances from the State—continued.

March 31st, 1867.	Number of Institutions.		Number of Pupils.	
Brought forward ...		306		23,194
PRIVATE INSTITUTIONS UNDER INSPECTION.				
Receiving Allowances under the Grant-in-Aid-Rules.				
Colleges (General)	6		409	
Normal Schools—				
For Masters	3		129	
For Mistresses	1		10	
Schools for Boys—				
English—				
Higher Class	77		9,459	
Middle Class	321		16,465	
Vernacular—				
Middle Class	468		21,358	
Lower Class	232		6,176	
School of Useful Arts	1		196	
Schools for Girls—				
European and other Foreign races ...	12		849	
Native	183		4,228	
		1,304		59,279
Receiving Allowances under other Rules.				
Schools for Boys :—				
English—				
Higher Class	1		134	
Middle Class	3		345	
Vernacular—				
Middle Class..	195		7,771	
Lower Class	1,037		29,666	
Schools for Girls—				
European and other Foreign races ...	2		197	
Native	60		894	
		1,298		39,007
UNDER INSPECTION.				
Schools for Boys—				
English—				
Higher Class	8		1,492	
Middle Class	68		2,910	
Vernacular—				
Middle Class	48		1,725	
Lower Class	277		6,970	
Schools for Girls (Native)	24		363	
		425		13,460
NOT UNDER INSPECTION.				
Schools for Boys—				
English—				
Higher Class	17		5,420	
Middle Class	35		1,960	
Vernacular—				
Middle Class	8		234	
Lower Class	728		22,061	
Schools for Girls—				
European and other Foreign races ...	12		692	
Native	8		249	
		808		30,616
		1,233		44,076

The number of Government schools has increased by 11, of which 2 are Normal schools for the training of teachers; whilst the number of institutions aided under the Grant-in-aid Rules has increased by 95, and 241 additional schools have been aided under other Rules.

INCOME AND EXPENDITURE.—Exclusive of the charges in schools which receive no allowances from the State, the total expenditure of the Education Department for the eleven months ending 31st March 1867 was Rs. 22,90,691, of which Rs. 9,04,929 was contributed from local sources of income, the net charge upon the public revenue amounting to Rs. 13,85,762. Taking the total revenue of the Lower Provinces for the year (eleven months) at Rs. 13,42,04,915, the State expenditure was 1·03 per cent. of the public income. The cost for each student was Rs. 11-6-6, or about £1-2-9.

FEES.—The receipts from fees for the eleven months are Rs. 4,96,713, of which Rs. 2,71,623 were paid in Government institutions, and Rs. 2,25,090 in Aided institutions, as shown in the margin. The receipts for the last five years and the rates of increase from year to year are given below:—

Receipts from Fees, 1866-67.

Government Institutions...	2,71,623
Aided ditto ...	2,25,090
	4,96,713

GOVERNMENT AND AIDED INSTITUTIONS.	1862-63.	1863-64	1864-65.	1865-66.	1866-67, (11 months).
Amount realized.	2,94,531	3,48,576	4,44,227	5,13,238	4,96,713
Increase per cent. per annum on the collections of the previous year	14·44	18·34	27·44	15·53	5·57

FINANCIAL ABSTRACT.—The following Table exhibits the distribution of expenditure for the year, and the percentage which the charge return-

ed under each head bears to the total aggregate expenditure from all sources :—

Abstract of distribution of Expenditure during the year 1866-67, (11 *months).*

Source of Charge.	Expenditure. From Imperial Funds.	From Local Funds. Fees and Fines.	From Local Funds. Other Local Sources.	From Local Funds. Total.	Total Expenditure from Imperial and Local Funds.	Percentage on Total Expenditure.
Direction	39,730	......	......	......	39,730	1·73
Inspection	1,87,280	......	......	......	1,87,280	8·17
GOVERNMENT COLLEGES.						
General—Affiliated to the University in *Arts*	1,43,906	50,265	22,144	72,409	2,16,315	9·44
Special—Ditto in *Law, Medicine,* and *Engineering*	1,17,292	33,217	2,012	35,229	1,52,521	6·65
Government Mudressas	14,652	329	2,558	2,887	17,539	·76
GOVERNMENT SCHOOLS.						
GENERAL.						
For Boys.						
Higher Class, English	1,88,542	1,52,743	27,104	1,79,847	3,68,389	16·08
Middle Class, English	20,633	7,487	140	7,627	28,260	1·23
Middle Class, Vernacular	31,652	14,882	581	15,463	47,115	2·05
Lower Class, Vernacular	19,376	3,747	78	3,825	23,201	1·01
For Girls.						
Natives	6,792	200	......	200	6,992	·30
GOVERNMENT SCHOOLS.						
SPECIAL.						
Schools of Medicine.						
Bengali Department, Medical College ...	13,388	1,807	......	1,807	15,195	·66
Hindustani Department, Medical College	22,612	178	......	178	22,790	·99
Normal Schools.						
For Masters	1,00,950	6,570	303	6,873	1,07,823	4·70
For Mistresses	1,449	......	......	......	1,449	·07
School of Art	17,600	195	......	195	17,795	·77
PRIVATE COLLEGES, AIDED.						
General, Affiliated to the University in *Arts*	20,810	14,303	51,143	65,446	86,256	3·76
PRIVATE SCHOOLS, AIDED.						
GENERAL.						
For Boys.						
Higher Class, English	49,974	72,909	51,011	1,23,920	1,73,894	7·59
Middle Class, English	94,835	55,971	1,04,779	1,60,750	2,55,585	11·15
Middle Class, Vernacular	70,451	41,648	59,870	1,01,518	1,71,969	7·50
Lower Class, Vernacular	52,095	27,853	15,370	43,223	95,318	4·16
For Girls.						
Europeans and other Foreigners ...	12,960	7,904	10,284	18,188	31,148	1·36
Natives	25,303	2,628	36,898	39,526	64,829	2·83
Carried over ...	12,52,282	4,96,708	3,84,275	8,79,111	21,30,293	......

Abstract of distribution of Expenditure during the year 1866-67, (11 *months).*

Source of Charge.	Expenditure. From Imperial Funds.	From Local Funds. Fees and Fines.	From Local Funds. Other Local Sources.	From Local Funds. Total.	Total Expenditure from Imperial and Local Funds.	Percentage on Total Expenditure.
Brought forward ...	12,52,282	4,96,708	3,84,275	8,79,111	21,30,293	......
Private Schools, Aided.						
Special.						
Normal Schools.						
For Masters	3,930	......	8,297	8,297	12,227	·53
For Mistresses	825	1,774	5,316	7,090	7,915	·34
School of Useful Arts	1,000	98	902	1,000	2,000	·08
Scholarships, Government.						
General.						
Tenable in Colleges.						
Senior	14,007	......	......	......	14,007	·61
Junior	33,432	......	......	......	33,432	1·46
Tenable in Schools.						
Minor (English)...	3,851	......	......	......	3,851	·16
Vernacular (Bengali and Hindee) ...	28,712	......	......	......	28,712	1·25
Special.						
Arabic	4,812	......	......	......	4,812	·21
Sanscrit	3,668	......	......	......	3,668	·16
Medical	14,970	......	......	......	14,970	·65
Scholarships endowed.						
Tenable in Colleges	......	......	3,897	3,897	3,897	·17
Miscellaneous	24,273	......	5,534	5,534	29,807	1·30
Total	13,85,762	4,96,708	4,08,221	9,04,929	22,90,691	......

University Examination.

Entrance Examination.—The number of candidates for the Entrance Examination was 1,350, being less than that of the preceding year by 150. This reduction is the direct result of a new Regulation of the University by which an addition has been made to the form of certificate for admission to the examination, setting forth that in the opinion of the teacher there is a reasonable probability that the candidate will pass. The check was imposed in consequence of the very large percentage of failures in previous Examinations, Sir C. Beadon having called attention to the fact that out of 1,500 candidates in 1865 only 510 had passed, whilst 990 had failed. The returns for the last examination show that the change has been to some extent effective, though the number of failures is still large. Of the whole number of candidates, 1,147 were from Bengal, and the remaining 203 from the North-Western Provinces, the Central Provinces, the Punjab and Ceylon. Of the Bengal candidates, 561 were successful, 69 being placed in the first division, 255 in the second, and 237 in

the third; 254 of these were from Government schools, 153 from Private Aided schools, and 143 from private Unaided schools, while 8 were private students and 3 were schoolmasters. A classification of the successful candidates according to creed shows that 452 were Hindus, 14 Mahomedans, and 35 Christians, while the remaining 60 described themselves as Brahmists or Deists. It will be observed that the successful candidates have this year been classed in three divisions instead of two as heretofore. This change is a decided improvement. A similar arrangement has been adopted in the First Arts and B. A. Examinations.

The details are given in the Table below :—

University Entrance Examination.

December 1866.	No. of Candidates.	Number passed.			
		1st Division.	2nd Division.	3rd Division.	Total.
Government Schools	439	43	123	88	254
Private Schools (Aided)	314	8	64	81	153
Private Schools (Unaided) ...	330	17	66	60	143
Schoolmasters	20	...	...	3	3
Private Students	44	1	2	5	8
Total ...	1,147	69	255	237	561

University Entrance Examination.

December 1866.	No. of Candidates.	Number passed.			
		1st Division.	2nd Division.	3rd Division.	Total.
Hindus	946	52	203	197	452
Mahomedans	41	2	7	5	14
Christians	47	9	21	5	35
Others*	113	6	24	30	60
Total ...	1,147	69	255	237	561

* Describing themselves as Brahmists and Deists.

AWARD OF JUNIOR SCHOLARSHIPS.—The Government Junior Scholarships were as usual awarded on the result of the Entrance Examination. The number of scholarships annually available is 160. Of these 100 were gained by pupils of Government schools, 37 by pupils of Aided schools, and 23 by pupils of Unaided schools. The award is shown in the following Table :—

Award of Junior Scholarships, 1867.

BY WHAT INSTITUTIONS GAINED.	SCHOLARSHIPS.			
	1st Grade, Rs. 18 per Month.	2nd Grade, Rs. 14 per Month.	3rd Grade, Rs. 10 per Month.	TOTAL.
Government Schools	7	39	86	132
Private Schools (*Aided*)	3	9	14	26
Private Schools (*Unaided*)	......	2	......	2
TOTAL ...	10	50	100	160

FIRST EXAMINATION IN ARTS.—For the First Examination in Arts there were 426 candidates, of whom 393 were from Bengal, the remaining 33 belonging to the North-Western Provinces and the Punjab. Of the Bengal candidates 120 were successful, 13 being placed in the first division, 40 in the second division, and 67 in the third division. Seventy-eight came from Government colleges, 37 from Private Aided colleges, 4 from independent institutions, and one was a schoolmaster. In creed, 85 of the successful candidates described themselves as Hindus, 24 Brahmists or Deists, and 11 as Christians. The usual details are given below :—

First Examination in Arts.

JANUARY 1867.	Number of Candidates	NUMBER PASSED.			
		1st Division.	2nd Division.	3rd Division.	TOTAL.
Government Colleges ...	268	10	30	38	78
Private Colleges (*Aided*) ...	104	3	7	27	37
Private Colleges (*Unaided*) ...	8	......	2	2	4
Schoolmasters ...	13	......	1	......	1
TOTAL ...	393	13	40	67	120

First Examination in Arts.

January 1867.	Number of Candidates.	Number passed.			
		1st Division	2nd Division.	3rd Division.	Total.
Hindus	290	7	26	52	85
Mahomedans	8	...	...	...	...
Christians	23	2	5	4	11
Others*	72	4	9	11	24
Total ...	393	13	40	67	120

Award of Senior Scholarships.—The results of this examination determined the award of the 24 Government Senior Scholarships, 20 of which were gained by students from Government colleges, 3 by Aided colleges, and 1 by an independent college. Further particulars are given in the Table below :—

Award of Senior Scholarships, 1867.

By what Institutions gained.	Scholarships gained.		
	1st Grade, Rs. 32 per Mensem.	2nd Grade, Rs. 27 per Mensem.	Total.
Government Colleges	7	13	20
Private Colleges (*Aided*)	2	1	3
Private Colleges (*Unaided*) ...	0	1	1
Total ...	9	15	24

B. A. Examination.—The number of candidates for the B. A. Examination was 141, of whom 138 were from Bengal, and 3 from the North-Western Provinces. Of the Bengal candidates, 58 passed successfully, 10 in the first division, 27 in the second division and 21 in the third division. Of these, 39 were students of Government colleges, 13 belonged to Aided colleges, and 6 were schoolmasters.

* Describing themselves as Brahmists and Deists.

The details are given below :—

B. A. Degree Examination.

January 1867.	Number of Candidates.	Number Passed.			
		1st Division.	2nd Division.	3 Division.	Total.
Hindus	82	5	12	12	29
Mahomedans	7	3	...	1	4
Christians	8	...	...	1	1
Others*	41	2	15	7	24
Total ...	138	10	27	21	58

B. A. Degree Examination.

January 1867.	Number of Candidates.	Number Passed.			
		1st Division.	2nd Division.	3rd Division.	Total.
Government Colleges ...	98	10	16	13	39
Private Colleges (*Aided*) ...	23	...	9	4	13
Private Colleges (*Unaided*) ...	1	...	...	...	...
Schoolmasters	15	...	2	3	5
Private Students	1	...	...	1	1
Total ...	138	10	27	21	58

The results of both these Examinations in Arts show a very high percentage of failures. For future examinations the form of certificate has been altered in order to enable the heads of colleges to keep back candidates who are not, in their opinion, likely to pass.

M. A. Examination.—*Honor Examination.*—For the Examination for Honors in Arts, there were 31 candidates, of whom 18 were successful, 3 having passed in Languages, 8 in History, 4 in Mental and Moral Philosophy, and 3 in Mathematics. Of the entire number of successful candidates, 13 were graduates of the Presidency College, 2 of the Dacca College, 2 of the Sanskrit College, and 1 of the Free Church Institution. In creed all the successful candidates were Hindus.

Ordinary Examination.—For the ordinary M. A. Degree there were 8 candidates, 4 of whom were successful, 1 having passed in History and 3 in Mental and Moral Philosophy. Of these, 3 were schoolmasters and 1 a graduate of the Doveton College. In creed 3 were Hindus and one a Christian.

* Describing themselves as Brahmists and Deists.

LAW EXAMINATIONS FOR THE DEGREE OF B. L. AND THE L. L.—At the Examination in Law there were 53 candidates, of whom 22 were passed for the Degree of Bachelor in Law, and 14 for a Licence, three being placed in the first division of the B. L. list, and 19 in the second division. Of those who obtained the Licence, 5 were subsequently declared entitled to the Degree of B. L., under Clause 7 of the B. L. Regulations.

MEDICAL EXAMINATIONS FOR THE DEGREE OF B. M. AND THE L. M. S.—Two candidates presented themselves at the first B. M. Examination, of whom 1 was declared successful and placed in the second division. Two candidates also appeared for the second B. M. Examination, 1 of whom passed in the first division and 1 in the second division. For the first examination for the Licence in Medicine and Surgery, there were 44 candidates, of whom 17 were found qualified and placed in the second division. For the second or final examination, there were 18 candidates, of whom 15 were successful, 5 being passed in the first division and 10 in the second division.

ENGINEERING EXAMINATION.—The number of candidates for the Licence in Civil Engineering was 9, all of whom failed.

COLLEGES FOR GENERAL EDUCATION.

GOVERNMENT COLLEGES.—At the end of the year, the number of under-graduate students attending the Government colleges affiliated to the University in Arts was 724 against 740 of the preceding year.

The students are classified in the following Table :—

Classification of under-graduate Students on the 31*st March* 1867.

GOVERNMENT COLLEGES, GENERAL.	SOCIAL POSITION OF THE PARENTS.						
	Zemindars, Talookdars, and persons of independent income.	Merchants, Bankers, Banians, and Brokers.	Professional persons.	Government Servants and Pensioners.	Shop-keepers.	Others.	TOTAL.
	220	63	69	232	9	131	724

It should be explained, however, that this classification is derived entirely from information supplied by the students themselves, and that it is calculated to convey a very incorrect idea of the social position of many of them, particularly of those who are entered in the first two columns. As a rule, every student whose father or grandfather has ever owned a piece of land, however small, considers himself entitled to rank as a zemindar, and many who describe themselves as belonging to the merchant class would be much more properly placed under the head of shop-keepers.

The next Table shows the expenditure in the several colleges for the eleven months ending 31st March, and the *annual* cost per head of the students as derived from that expenditure :—

Statement of Expenditure in the Government Colleges for General Education.

Government Colleges, General.	Number on the Rolls (Monthly average).	Expenditure, 1866-67, (11 Months).			Cost per Annum of each Student.		
		From Imperial Funds.	From Fees and Endowments.	Total.	From Imperial Funds.	From Fees and Endowments.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	701	1,43,906	72,409	2,16,315	226	113	339

It will be seen from this statement that the average *annual* cost of each student in the Government colleges of Bengal was Rs. 339, of which Rs. 226, or two-thirds, was defrayed by Government, and Rs. 113, or one-third, by fees and endowments.

The foundation scholars are now required to pay the ordinary college fee like other students.

College at Cuttack.—Sanction has been obtained for the raising of the existing assignment of the Cuttack School, from Rs. 3,616 to Rs. 12,000 per annum, with the view of placing the institution on the footing of a college of the lower class to supply the means of obtaining University Education in the Province of Orissa. For the present the College Department will consist of two classes only, in which under-graduate students will be prepared for admission to the First Examination in Arts. The class for first year students will be opened at the commencement of next session.

Aided Colleges.—The returns of the year include 6 private colleges receiving aid from Government, with an attendance of 409 under-graduate students, being an increase of one college and 70 pupils over

the numbers returned for the preceding year. The distribution of the students among the several colleges is shown below :—

Statement of attendance in the Aided Colleges for General Education.

Aided Colleges, General.	Monthly Fee.	Number on the Rolls at the end of the Year.			
		1863-64.	1864-65.	1865-66.	1866-67.
	Rupees.				
Doveton College	12	23	16	23	30
St. Xavier's College	8	......	......	14	20
Free Church Institution	4	120	151	126	151
General Assembly's College	4	......	......	89	111
Cathedral Mission College	4	......	......	87	65
London Mission College, Bhowanipore	4	......	......	......	32
Total ...	......	143	167	339	409

Classification of Students.—In the following Table the students are classified under the usual heads :—

Aided Colleges, General.	Social position of the Parents.						
	Zemindars, Talookdars, and persons of independent income.	Merchants, Bankers, Banians, and Brokers.	Professional persons.	Government Servants and Pensioners.	Shop-keepers.	Others.	Total.
	109	59	46	95	5	95	409

In order to compare this Table with the corresponding Table for Government colleges, a calculation has been made of the percentage which the totals of the several columns bear to the aggregate attendance in each of the two classes of colleges. The result is shown below :—

	SOCIAL POSITION OF THE PARENTS. Percentages on Total of Students.					
	Zemindars, Talookdars, and persons of independent income.	Merchants, Bankers, Banians, and Brokers.	Professional persons.	Government Servant and Pensioners.	Shop-keepers.	Others.
Government Colleges	30·6	8·6	9·6	31·8	1·3	18·1
Private Colleges	26·6	14·4	11·2	23·2	1·4	23·2

As far, therefore, as this classification can be depended on, it would appear that there is no great difference in social position between the students attending Government and Private colleges. And this is probably the case; but the more wealthy members of each class frequent the Government colleges, while the poorer students resort to the Aided colleges under the attraction of lower fees.

The following Table exhibits the expenditure in the Aided colleges :—

Statement of Expenditure in the Aided Colleges for General Education.

Aided Colleges, General.	Number on the Rolls (Monthly average).	Expenditure, 1866-67, (11 Months).			Cost per Annum of each Student.		
		From Imperial Funds.	From Fees and Endowments.	Total.	From Imperial Funds.	From Fees and Endowments.	Total.
	325	19,910	62,866	82,776	67	210	277

It will be seen that in the two colleges attended by Europeans and Eurasians, Doveton and St. Xavier's, the annual cost of the students is very high, amounting on the average to Rs. 912 a head. This is accounted for by the small number of students of the classes for which these institutions are intended that aspire to a University education, and as there is not likely to be any great change in this respect, and the under-graduate departments will remain comparatively small, it is not probable that the cost per head will be materially lowered.

In the Missionary colleges which are attended by Native students, and where the classes are large, the cost per head is very moderate, being no more than Rs. 192 on the average, of which Rs. 47 is paid by Government, Rs. 48 by the students, and Rs. 97 from Mission Funds.

Grant to the London Mission College, Bhowanipore.—The London Mission College at Bhowanipore, though affiliated to the University for many years, had never opened under-graduate classes till the commencement of the present session. It now proposes to educate up to the standard of the B. A. Degree, and has obtained a grant of Rs. 300 a month, from the 1st January last, to aid in the maintenance of the college classes.

Colleges for Special Education.

Law Schools.—The number of students attending the several Law Departments of the Government colleges at the end of the year was 455 against 370 in the previous year, being an increase of 85, in addition to which there were 28 out-students attending particular courses of lectures. The attendance is shown below :—

Statement of Attendance in the Government Law Schools.

Law Classes.	Monthly Fee.	Number on the Rolls on the 31st March 1867.
	Rs.	
Presidency College	5 & 10	277*
Hooghly College	5	57
Dacca College	5	49
Kishnaghur College	5	26
Berhampore College	5	29
Patna College	5	17†
Total ...	...	455

* Exclusive of 7 out-students.

† Exclusive of 21 out-students.

The following Table gives the expenditure of the Law Classes :—

Statement of Expenditure in the Government Law Schools.

Law Classes.	Number on the Rolls (Monthly average.)	Expenditure, 1866-67. (11 Months). From Imperial Funds.	From Fees.	Total.	Cost per Annum of each Student. From Imperial Funds.	From Fees.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Presidency College	261	...	19,850	19,850	...	83	83
Hooghly College	40	...	3,417	3,417	...	93	93
Dacca College	35	1,009	1,191	2,200	31	37	68
Kishnaghur College	16	1,788	412	2,200	122	28	150
Berhampore College	21	1,779	697	2,476	92	36	128
Patna College	9	1,252	948	2,200	152	114	266
Total ...	382	5,828	26,515	32,343	17	75	92

It will be seen that in the Presidency and the Hooghly Colleges the Law Classes are already self-supporting. Both in fact yield a considerable surplus. In the other colleges the same result may be anticipated at no distant date. The rate of fees in all the Mofussil Colleges was raised to Rs. 5 a month from the commencement of the current session.

Medical College—*English Classes.*—The number of under-graduate students attending the English classes has risen from 128 at the end of the previous year to 139 on the 31st March 1866; but the average monthly attendance has been somewhat lower, being returned at 128 against 136 for the preceding session. The following Tables exhibit the usual details :—

Statment of Attendance.

Medical College.	Monthly Fee.	Number on the Rolls on the 31st March 1867.
	Rs.	
Under-graduate Classes	5	139

Statement of Expenditure.

MEDICAL COLLEGE.	Number on the Rolls (Monthly average).	EXPENDITURE, 1866-67, (11 MONTHS).			COST PER ANNUM OF EACH STUDENT.		
		From Imperial Funds.	From Fees.	TOTAL.	From Imperial Funds.	From Fees.	TOTAL.
		Rs.	Rs.	Rs.		Rs.	Rs.
Under-graduate Classes ...	128	80,899	6,065	86,964	689	52	741

Vernacular Classes.—The next Tables give the statistics of attendance and expenditure in the Bengali and Hindustani Classes :—

Statement of Attendance.

MEDICAL COLLEGE.	Monthly Fee.	Number of Students on the Rolls on 31st March 1867.
	Rs.	
Hindustani Class	......	118
Bengali Class	1	160

Statement of Expenditure.

MEDICAL COLLEGE.	Number on the Rolls (Monthly average).	EXPENDITURE, (11 MONTHS).			COST PER ANNUM OF EACH STUDENT.		
		From Imperial Funds.	From Local Funds.	TOTAL.	From Imperial Funds.	From Local Funds.	TOTAL.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Hindustani Class ...	115	22,612	178	22,790	215	1	216
Bengali Class ...	131	13,388	1,807	15,195	111	15	126
TOTAL ...	246	36,000	1,985	37,985	160	8	168

The Bengali classes are increasingly popular and form a most important department of the Medical College. The new section of the department, called the Vernacular Licentiate Class, which was organized for the first time in the session commencing in June 1865 to provide a higher course of Vernacular instruction than had before been offered for students who desire to qualify themselves for independent practice, is steadily progressing and affords promise of producing excellent results. The Authorities of the College have expressed themselves highly satisfied with the work that has been accomplished, and urge an extension of the course at present provided, so as to include systematic instruction in Midwifery and the diseases of women and children. The proposal is at present under consideration, as is also a scheme for organizing similar Schools of Medicine at some of the chief towns in the interior.

CIVIL ENGINEERING CLASS.—The usual statistics of the Engineering Department of the Presidency College are given below :—

Statement of Attendance.

PRESIDENCY COLLEGE.	Monthly Fee.	Number on the Rolls on the 31st March 1867.
	Rs.	
Civil Engineering Department	5	41*

* Inclusive of 11 out-students.

Statement of Expenditure.

PRESIDENCY COLLEGE.	Number on the Rolls (Monthly average).	EXPENDITURE, 1866-67, (11 MONTHS).			ANNUAL COST OF EACH STUDENT.		
		From Imperial Funds.	From Fees and Endowments.	TOTAL.	From Imperial Funds.	From Fees and Endowments.	TOTAL.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Civil Engineering Department	43	30,565	2,649	33,214	776	66	842

The results of the recent examinations have been far from satisfactory. The department is now in some respects on a more promising footing than it has formerly been, notwithstanding the very limited

teaching power provided for it, and better results may possibly be obtained after a year or two.

School of Art.—The School of Art is making steady progress. Some remarkably good work has been executed during the year, and excellent results may be looked for if the students can be prevailed on to remain a sufficient time in the institution. At present they are too commonly tempted away at an early stage by the prevailing demand for work of every inferior order.

The usual statistics are given below :—

Statement of Attendance.

	Monthly Fee.	Number of Students on the Rolls of the 31st March 1867.
	Re.	
School of Art	1	31

Statement of Expenditure.

	Number on the Rolls (Monthly average).	Expenditure, 1866-67, (11 Months).			Cost per Annum of each Student.		
		From Imperial Funds.	From Fees.	Total.	From Imperial Funds.	From Fees.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
School of Art	32	17,600	195	17,795	600	7	607

Normal Schools for Teachers.—The next tables give the statistics of attendance and expenditure in the Government Normal schools for the training of teachers :—

Statement of Attendance in the Government Normal Schools.

Normal Training Schools.	Number of Institutions.	Number of the Students on the Rolls on the 31st March 1867.
Higher Class	8	468
Lower Class	19	819
Total ...	27	1,287

Statement of Expenditure in the Government Normal Schools.

NORMAL TRAINING SCHOOLS.	Number on the Rolls (Monthly average.)	EXPENDITURE, 1866-67, (11 MONTHS.) From Imperial Funds.	From Fees and Fines.	TOTAL.	COST PER ANNUM OF EACH STUDENT. From Imperial Funds.	From Fees and Fines.	TOTAL.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Higher Class	400	40,157	1,820	41,977	109	5	114
Lower Class	788	62,242	5,053	67,295	86	7	93
TOTAL ...	1,188	1,02,399	6,873	1,09,272	94	6	100

Three new schools were opened during the year, one at Mozufferpore of the same class as those established at Bhaugulpore, Chuprā, Gyah, and Purneah, and two in Assam, at Tezpore and Sibsaugor, for the training of teachers for the elementary village schools of the province. The total number of these institutions in operation at the end of the year was 27, one for mistresses and 26 for masters.

On the average of all the schools the cost to Government of each pupil under training was at the rate of Rs. 94 per annum, the total charge to the State for the eleven months being Rs. 1,02,399.

The returns received from 15 of these schools show an aggregate outturn of 1,485 trained teachers from the commencement of their operations.

The failure of the English departments of the Normal schools at Calcutta, Hooghly, and Dacca was noticed in the last Report. Further experience has tended to confirm the opinion there expressed. Their prospects are not such as to justify a continuance of the expenditure sanctioned for them, and they will be closed at the end of the current session.

The English department at Patna will be allowed a further trial, as the Inspector is of opinion that it will succeed in supplying masters for the Behar schools of a class that cannot at present be secured from the Patna College.

GOVERNMENT MUDRESSAS.—The two Arabic Mudressas, at Calcutta and Hooghly, still remain in the unsatisfactory state described in former Reports. The attendance in them has fallen from 103 to 91.

The usual statistical tables follow :—

Statement of Attendance in the Government Mudressas.

Government Mudressas.	Monthly Fee.	Number on the Rolls on the 31st March 1867.
	Rs. A. P.	
Calcutta Mudressa	0 8 0	70
Hooghly Mudressa	0 8 0	21
Total	....	91

Statement of Expenditure in the Government Mudressas.

Government Mudressas.	Number on the Rolls (Monthly average).	Expenditure, 1866-67, (11 Months).			Cost per Annum of each Student.		
		From Imperial Funds.	From Fees and Endowments.	Total.	From Imperial Funds.	From Fees and Endowments.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Calcutta	60	14,652	285	14,937	266	5	271
Hooghly	18	......	2,602	2,602	......	157	157
Total ...	78	14,652	2,887	17,539	205	40	245

It will be seen that in the Calcutta Mudressa the cost to Government is very high, amounting to Rs. 266 per annum for each student. In the Presidency College the corresponding cost to Government is no more than Rs. 257, which provides for the highest University education obtainable in India.

Government Schools.

General.—The following tables give the attendance and expenditure in the Government schools of different classes :—

Statement of Attendance in Government Schools, General.

Government Schools, General.	Number of Schools.	Number of Students on the Rolls on the 31st March 1867.
For Boys—		
Higher Class, English	46	8,848
Middle Class, English	15	1,112
Middle Class, Vernacular	112	6,865
Lower Class, Vernacular	84	3,262
For Girls—		
Natives	1	55
Total ...	258	20,142

Statement of Expenditure in Government Schools, General.

Government Schools, General.	Number of Schools.	Number on the Rolls (Monthly average).	Expenditure in 1866-67, (11 Months).			Cost per annum of each Student.		
			From Imperial Funds.	From Fees and Endowments.	Total.	From Imperial Funds.	From Fees and Endowments.	Total.
For Boys—			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Higher Class, English ...	46	8,208	1,88,542	1,79,847	3,68,389	25	23	48
Middle Class, English ...	15	1,002	20,633	7,627	28,260	22	9	31
Middle Class, Vernacular ...	112	5,877	31,652	15,463	47,115	6	3	9
Lower Class, Vernacular ...	84	3,004	19,376	3,825	23,201	7	1	8
For Girls—								
Natives, Vernacular ...	1	97	6,792	200	6,992	76	2	78
Total ...	258	18,188	2,66,995	2,069,62	4,73,957	16	12	28

It will be seen that in the higher class schools the expenditure is defrayed in almost equal proportions by the State and from private

sources. In the middle class English schools, on the other hand, more than two-thirds of the cost is borne by the State. This is accounted for by the fact that these schools are situated in remote and backward districts where the population is comparatively small. The number of pupils is consequently small in proportion. And this again affects the income from fees, which are besides fixed at lower rates than in the higher class schools. At the same time the expenditure is kept up from the necessity of maintaining an efficient staff of masters for the different classes into which the pupils must be distributed. The average attendance in a higher class school is 178; in a middle class English school it is no more than 67.

AIDED SCHOOLS.

GENERAL.—The attendance and expenditure in the private school receiving aid from the State are shown in the next tables :—

Statement of Attendance in Aided Schools, General.

PRIVATE SCHOOLS, GENERAL.	Number of Institutions.	Number of Students on the Rolls on the 31st March 1867.
For Boys—		
Higher Class, English...	78	9,593
Middle Class, English...	324	16,810
Middle Class, Vernacular	663	29,129
Lower Class, Vernacular	1,269	365,842
For Girls—		
European and other Foreign races	14	1,046
Natives	243	5,122
TOTAL ...	2,591	97,542

Statement of Expenditure in Aided Schools, General.

PRIVATE SCHOOLS, GENERAL.	Number of Institutions.	Number on the Rolls (Monthly average in 1866-67).	Expenditure in 1866-67, (11 Months). From Imperial Funds.	Expenditure in 1866-67, (11 Months). From Fees and Endowments.	Expenditure in 1866-67, (11 Months). Total.	Cost per Annum of each Student. From Imperial Funds.	Cost per Annum of each Student. From Fees and Endowments.	Cost per Annum of each Student. Total.
For Boys—			Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Higher Class, English ...	78	8,626	49,974	1,23,920	1,73,894	6 5 0	14 11 0	22 0 0
Middle Class, English ...	324	15,172	94,835	1,60,750	2,55,585	6 13 0	11 8 0	18 5 0
Middle Class, Vernacular	663	27,002	70,451	1,01,518	1,71,969	2 14 0	4 2 0	7 0 0
Lower Class, Vernacular	1,269	34,303	52,095	43,223	95,318	1 10 0	1 6 0	3 0 0
For Girls—								
European and other Foreign races	14	976	12,960	18,188	31,148	14 8 0	20 5 0	34 13 0
Natives	243	4,767	25,303	39,526	64,829	5 13 0	9 8 0	14 13 0
TOTAL ...	2,591	90,846	3,05,618	4,87,125	7,92,743	3 11 0	5 13 0	9 8 0

It will be observed that the cost of a pupil to Government is somewhat greater in a middle class English than in a higher class school. This difference is mainly due to the comparatively large attendance in schools of the latter class, for a large school can always be worked at a cheaper rate, student for student, than a small one. In private aided schools of the higher class, the average attendance is about 111, while in the middle class English schools, the average is less than 47. These middle schools, however, are very useful institutions, being largely resorted to as preparatory schools by boys who eventually find their way into the higher schools and colleges.

The average attendance in a middle class Vernacular school is 41, and in a lower class Vernacular school, 27.

In the European girls' schools, the average attendance is about 70. The Native girls' schools muster less than 20.

Comparison of Results in Government and Aided Schools of the Higher Class.—The number of students that passed the Entrance Examination this year from the 47 aided schools which contributed candidates, was 153, of whom 38 gained Junior Scholarships; while 37 Government schools passed 254 candidates and gained 100 scholarships. These results are shown below classified for schools of different classes :—

Statement showing the results obtained by the Schools of the Higher Class, Government and Aided, in 1866-67.

Schools of the Higher Class.	Number of Schools.	Number of Students who passed Entrance.	Number of Students who gained Scholarships
Government Schools	37	254	100
Aided Schools—			
Christian	2	3	1
Missionary	10	29	7
Native	35	121	30
Total ...	84	407	138

The general superiority of the Government schools is unquestionable; but there are nevertheless a few amongst the aided schools which rank with the best of them; amongst which may be especially noticed the Pogose School at Dacca, which this year passed no fewer than 27 candidates and gained 8 scholarships. This is the best aided school in Bengal, and reflects the highest credit on its liberal founder and manager, Nicolas Pogose, Esq., of Dacca, who has devoted much time and money to it for the last 19 years.

Female Education.—The movement in favor of female education is steadily gaining strength as is shown by the increase in the number of schools and scholars during the year. The girls' schools now in

operation in connection with the Education Department, including private house-schools conducted by zenana associations, amount to 281, being an increase of 64 schools during eleven months; and in the same period the number of pupils has risen from 5,559 to 6,531. In some of these schools the managers have now adopted the principle of fee payments, a measure indicating a decided advance in the estimation in which school instruction is held by the parents of the children attending them. It is to be feared, however, that the quality of the education given does not improve in proportion to the increase in the number of schools and pupils; but such improvement must necessarily be of slow growth in the present condition of Native society.

BETHUNE GIRLS' SCHOOL.—In the Bethune School a monthly fee of one Rupee was introduced in December last. As had been anticipated, the immediate result of this measure was the withdrawal of many of the pupils. No fewer than 60 children were removed by their parents, but they have since been gradually returning. A scheme which was formerly suggested for engrafting on the institution a Normal class for the training of Native female teachers has been lately revived during the visit of Miss Carpenter to Calcutta. The measure was warmly advocated by that lady, and she addressed a letter on the subject to the late Lieutenant Governor, by whom it was referred to the Education Department for consideration and report. The question is a difficult one, as strong prejudices have to be encountered and cannot be readily overcome; but it is hoped that means may be found of utilizing in the manner suggested the large Government grant now drawn by the school which at present yields a very inadequate return.

ATTENDANCE OF GIRLS IN VILLAGE PATSHALAS.—One of the plans suggested for the spread of female education proposes to encourage the attendance of girls in the improved village patshalas under certificated teachers, by allowing a fee of one Rupee a month to each teacher who succeeds in attracting five female pupils to his school. It is estimated that the number of such patshalas likely to be attended by girls is 400 and that the average attendance may be taken at six. This estimate requires an expenditure on each school of about Rs. 12 a year, or Rs. 4,800 for all the schools, for which amount instruction would be given to 2,400 girls. This scheme has been recommended for the sanction of the Government of India.

NIGHT SCHOOLS.—A proposal has also been submitted to Government for the establishment of night schools in connection with the village patshalas, with the object of affording the means of elementary instruction to the masses of the people whose occupations prevent them from attending school in the day time. With this view it is proposed to open at the outset 100 night schools to be taught by the certificated gurus, at an average cost of Rs. 35 per annum for each, or a total expenditure of Rs. 17,500 a year, and the plan, if successful, may be extended indefinitely hereafter.

THE BIBLE IN VILLAGE PATSHALAS.—The Missionaries in Jessore having offered to pay monthly stipends to some of the certificated teachers of the patshalas in that district and also to supply them with globes, maps, &c., on condition that they would introduce the Bible

into their schools, the teachers applied for permission to accept these offers, and the Inspector, Baboo Bhoodeb Mookerjee, having reported that the people would have no objection to the arrangement, the permission asked for was granted, on the understanding that the villagers in each case acquiesce, and that the reading of the Bible is not made compulsory on individual children whose parents may object to it.

AIDED NORMAL SCHOOLS.—Besides the Normal training schools maintained by Government, the returns of the year include four private institutions of this class which receive contributions of public money. Three of these are for the training of masters and one for the training of mistresses. Those for masters are—

The Christian Vernacular Education Society's School in Calcutta with 12 pupils under training.

The Church Missionary Society's School at Kishnaghur with 18 pupils.

And the Church Missionary Society's School for Santhals with 67* pupils.

These are Vernacular schools. The school for mistresses is a department of the institution in Cornwallis' Square, Calcutta, conducted by the Ladies' Association for the promotion of education in the East. The pupils under training are Europeans and Eurasians. Their number is limited to 10 which makes the costs of their education appear excessive, amounting to Rs. 864 per head. Of this sum, however, no more than Rs. 91 is defrayed by Government. The usual details are given in the following table :—

Statement of Expenditure in Aided Normal Schools, for the training of Teachers, during the year 1866-67.

NORMAL TRAINING SCHOOLS.	Number of Students on the Rolls (Monthly average).	EXPENDITURE IN 1866-67, (11 MONTHS).			COST PER ANNUM OF EACH STUDENT.		
		From Imperial Funds.	From Fees and Endowments	TOTAL.	From Imperial Funds.	From Fees and Endowments.	TOTAL.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Christian Vernacular Education Society, Calcutta	20	1,172	5,540	6,712	65	302	367
Ladies' Association, Calcutta, (for Mistresses)	10	825	7,090	7,915	91	773	864
Church Missionary Society, Kishnaghur	18	1,102	1,101	2,203	67	66	133
Church Missionary Society, Telgurria, for Santhals	67	1,656	1,656	3,312	26	26	52
TOTAL ...	115	4,755	15,387	20,142	45	146	191

GRANTS-IN-AID.—The number of institutions of all classes receiving regular monthly assignments of public money under the Grant-in-aid

* This appears to include all the pupils attending the school, and does not represent the number under training as teachers.

Rules and actually in operation on the 31st March, has increased during the year from 1,209 to 1,304, or about 8 per cent., and the amount of the grants from Rs. 2,45,572 to Rs. 2,62,477 per annum. The additional institutions which obtained grants during the year amounted to 221 and their grants to Rs. 52,358 per annum. Besides this, 45 schools already aided have obtained augmentation grants aggregating Rs. 7,506 per annum. On the other hand, grants aggregating Rs. 6,702 per annum have been withdrawn from 41 schools, which have been either temporarily or permanently closed, and the grants to 23 other schools have been reduced to the extent of Rs. 3,066 per annum.

Hence the net increase in the number of institutions of all classes for which grants have been sanctioned during the year is 180, and the additional charge upon the State, Rs. 50,096.

Casual grants for special purposes have also been sanctioned to the extent of Rs. 4,612, distributed amongst 69 schools.

INCREASE IN THE NUMBER OF SENIOR SCHOLARSHIPS.—The number of Senior Scholarships annually open for competition has been increased from 24 to 40, at an additional expenditure of Rs. 574 per annum, the number hitherto available being considered quite inadequate for the large and increasing number of under-graduate students who compete for these prizes in the First Examination in Arts. Under the new arrangements the scholarships annually available are:—

10 First Grade at Rs. 32 a month.
12 Second „ „ „ 25 „
18 Third „ „ „ 20 „

The change will necessitate a revision of the Scholarship Rules now in force, and new Rules will be issued before the next election in January 1868, when the additional scholarships will be first awarded.

SCHOOL BOOKS.—The accounts of the School Book Society for the year ending 31st December 1866, show a steady increase in the demand for books and apparatus. The receipts realized by sales amounted to Rs. 88,051. In the previous year the receipts were Rs. 64,367. The number of books issued was 2,30,277 against 1,84,043 in 1865, being an increase of 25 per cent. In the following abstract the books issued during the last two years are classified according to the languages in which they are written:—

BOOKS.	COPIES. 1865.	COPIES. 1866.
English	68,525	89,044
Sanskrit	2,068	3,279
Bengali	83,588	96,997
Hindi	3,890	4,733
Oriya	12,824	21,888
Santhali	3	22
Khâsia	511	609
Arabic	29	0
Persian	71	77
Urdu	2,683	2,565
Anglo-Asiatic	9,851	11,063
TOTAL	1,84,043	2,30,277

Ninety-four country agents were employed by the society for the distribution of these books.

Proposed Act for Educational Purposes.—In connection with the system of grants-in-aid a proposal has been submitted to Government that a law should be passed enabling the people in any locality to rate themselves for the maintenance of schools, and setting at rest certain difficulties which frequently arise as to the person or persons to be held liable for the debts of schools aided by Government. A draft Act embracing these objects was prepared and laid before the Lieutenant Governor, but it was decided that the measure was at present premature. It was admitted that the principle of a local rate for education was a perfectly sound one, but it was believed that the imposition of such a rate would be extremely unpopular, and the Government preferred waiting for the further development of the voluntary principle, which is now in a state of growth, before coming to the conclusion that a compulsory system must be resorted to. The question regarding the liabilities of school managers was left to be dealt with independently by the introduction of such changes as might appear necessary in the Grant-in-aid Rules.

Educational Finance.—The question of educational finance has now assumed great importance and requires to be dealt with on a comprehensive basis; for the voluntary system, which it is the wish of Government, as it has been the endeavour of this department, to encourage to the utmost, is being seriously checked by a deficiency in the amount of public money required for its development under the different schemes at present in operation. The estimates of the department for the Grant-in-aid Fund and for Elementary Vernacular Education, are annually reduced by large sums under the authority of the Finance Department, and we are consequently obliged to limit the operation of these schemes to such an extent as to put a mischievous restraint upon local efforts, and have to work under a discouraging sense of uncertainty as to the means of carrying out plans of improvement from year to year, and of extending operations under arrangements already sanctioned. What seems desirable at present is, that a State contribution should be fixed in proportion to the public revenue, and that the department should be allowed under sanctioned arrangements to work up to this limit without the risk of sudden curtailments in its supplies in the settlement of Imperial budget. The State contribution for education in Bengal is now little more than 1 per cent. of the Bengal revenue; it can hardly be too much to ask that 2 per cent. should, for the future, be recognized as a reasonable limit of expenditure out of this revenue towards the education of the people by whom it is supplied.

EXTRACTS FROM THE REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION IN THE BOMBAY PRESIDENCY, 1866-67.

Expenditure.—The actual expenditure connected with this department during the eleven months ending March 31st 1867, has been as follows:—

On what account.	From Imperial Funds.	From Local Funds.
	Rs. A. P.	Rs. A. P.
Direction and Subsidiary Charges	*43,262 2 4	385 0 0
Inspection and Subsidiary Charges	†1,12,140 11 7	8,318 1 9
Instruction (including all Educational Expenditure not coming under the above Heads)	‡7,61,275 11 1	5,92,926 13 2
Total ...	9,16,678 9 0	6,01,629 14 11

2. The total expenditure under this department for 1865-66 was as follows:—

		Rs. A. P.
From Imperial Funds...	... ...	8,70,068 5 1
From Local Funds ...	... ...	8,44,233 3 11

The present expenditure, if computed at the same rate for twelve months would show—

		Rs. A. P.
From Imperial Funds	... ...	10,00,012 15 7
From Local Funds ...	... ...	6,56,323 8 10

which would imply an increase upon the previous year's expenditure of Imperial funds at the rate of Rs. 1,29,944-10-6, and a decrease of Rs. 1,87,909-11-1, in the rate of expenditure of Local funds.

* This includes salaries and travelling allowances (Rs. 34,346-2-1) drawn by the Director of Public Instruction and his establishment, also the amounts spent on contingencies (Rs. 7,477-7-3), and patronage to literature (Rs. 1,438-9).

† This includes salaries drawn by Inspectors, Assistant Inspectors, Deputy Inspectors, and Assistant Deputy Inspectors, and their respective establishments, also travelling allowances and contingencies.

‡ This includes salaries of Professors, Masters, &c., Scholarships, expenses of the Book Department, Translation Department, grants for building school-houses, grants-in-aid to private institutions, contingencies, charges on Dakshina Fund, and other miscellaneous charges.

3. The following table explains the increase in rate of Imperial expenditure :—

	Actual Expenditure from Imperial Funds.				Remarks.
	1865-66.	1866-67.	Increase.	Decrease.	
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
Direction and Subsidiary Charges	46,809 3 2	43,262 2 4	......	3,547 0 10	
Inspection and Subsidiary Charges	1,18,156 10 1	1,12,140 11 7	......	6,015 14 6	
Instruction, including all Educational Expenditure not coming under the above heads ...	7,05,102 7 10	7,61,275 11 1	56,173 3 3	......	Detail of this increase is shown below.
Total ...	8,70,068 5 1	9,16,678 9 0	56,173 3 3	9,562 15 4	
		Deduct Decrease ...	9,562 15 4		
		Net Increase ...	46,610 3 11		
Detail of Increase on Instruction.					
Government Colleges and Schools.					
General	4,40,921 13 4	3,85,729 9 11	......	55,192 3 5	
Special	95,557 0 1	96,788 5 3	1,231 5 2	......	
Grants-in-aid to Private Colleges, Schools and Buildings.					
General Education ...	29,430 12 2	93,571 2 3	64,140 6 1	......	
Special Education ...	25,514 0 1	13,537 9 11	......	11,976 6 2	
Translation Department ..	8,026 7 1	6,184 12 6	......	1,841 10 7	
Book Department ...	1,05,652 7 1	1,56,097 11 3	50,445 4 2	......	
To Dr. Bühler for Sanskrit Manuscripts ...	......	8,870 0 0	8,870 0 0	......	
Miscellaneous	......	496 8 0	496 8 0	......	
Total ...	7,05,102 7 10	7,61,275 11 1	1,25,183 7 5	69,010 4 2	
		Deduct Decrease ...	69,010 4 2		
		Net Increase ...	56,173 3 3		

From this statement it will be seen that there are two main items of increase—(1) Rs. 64,140 additional grants to private schools and buildings; (2) Rs. 50,445 additional expenditure in the Book Department. The latter item is balanced partly by an increase of Rs. 26,448 over the sum paid into the treasury on account of the sale of books during 1865-66; partly by the additional stock of books laid in for sale during the present year.

4. The expenditure from Local funds during the 11 months under report, as contrasted with that of the previous entire year, may be stated as follows:—

Local Funds, including Cess, Fees, Popular Contributions, &c.

	1865-66.			1866-67.		
	Rs.	A.	P.	Rs.	A.	P.
Central Division	4,70,710	3	11	2,97,247	3	5
Northern ditto	2,95,028	1	1	2,09,761	4	6
Southern ditto	43,001	12	6	52,994	11	10
Sind ditto	35,493	2	5	41,626	11	2
Total ...	8,44,233	3	11	6,01,629	14	11

	Rs.	A.	P.
Net decrease of actual Expenditure from Local sources ...	2,42,603	5	0
Net decrease of Expenditure calculated at the same rate for twelve months	1,87,909	11	1

5. This decrease is, however, merely apparent, being due to my having excluded in this Report, from the head of Local funds about Rs. 2,00,000, private expenditure, which appeared under this head in last year's Returns.

6. Objects of expenditure on instruction during 1866-67 :—

		From Imperial Funds.			From Local Funds.			Total.		
Government Institutions.		Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
(a) General	Colleges ...	65,979	1	11	37,885	1	4	1,03,864	3	3
	High Schools ...	77,239	7	7	43,894	12	7	1,21,134	4	2
	Middle Class Schools	79,776	11	0	1,28,015	14	3	2,07,792	9	3
	Lower Class Schools	1,43,448	4	5	2,46,347	8	8	3,89,795	13	1
(b) Special		96,788	5	3	17,224	5	4	1,14,012	10	7
(c) Female Schools		341	0	0	4,214	4	9	4,555	4	9
Total ...		4,63,572	14	2	4,77,581	14	11	9,41,154	13	1
Private Institutions receiving aid from Government.										
A.—On the system of payment for results.										
(a) General	Colleges ...	......			....			......		
	High Schools ...	4,434	0	0	....			4,434	0	0
	Middle Class Schools	12,196	0	0	....			12,196	0	0
	Lower Class Schools	558	8	0	2,683	5	4	3,241	13	4
(b) Special		.....			....			......		
(c) Female Schools		3,105	0	0	....			3,105	0	0
Total ...		20,293	8	0	2,683	5	4	22,976	13	4
B.—Not on the system of payment for results										
(a) General	Colleges ...	......			....			......		
	High Schools ...	.....			....			......		
	Middle Class Schools	36,851	6	3				36,851	6	3
	Lower Class Schools	......			....			......		
(b) Special		13,537	9	11	....			13,537	9	11
(c) Female Schools		......			......			......		
Total ...		50,389	0	2	....			50,389	0	2
Book Department		1,56,097	11	3	117	0	5	1,56,214	11	8
Translation Department ...		6,184	12	6	10	0	0	6,194	12	6
Buildings		36,426	4	0	1,11,287	4	1	1,47,713	8	1
Expenses from Dakshina Funds ...		18,945	1	0	....			18,945	1	0
To Dr. Bühler for Sanskrit Manuscript		8,870	0	0	....			8,870	0	0
Miscellaneous		496	8	0	1,247	4	5	1,743	12	5
Total ...		2,27,020	4	9	1,12,661	8	11	3,39,681	13	8
Grand Total ...		7,61,275	11	1	5,92,926	13	2	13,54,202	8	3

7. Results of expenditure on instruction during 1866-67, showing number of schools, scholars, and average attendance in all grades :—

	Number of Colleges or Schools.	Number on the Roll.	Average daily attendance.
Government Institutions.			
At Colleges affiliated to the University (*i. e.*, Elphinstone, Poona, Grant Medical and Engineering Colleges and Law School)	5	364	325·4
At Colleges not affiliated (*i. e.*, Guzerat Provincial College)	1	39	33
At Higher Class Schools (*i. e.*, Elphinstone, Poona, Ahmedabad, Belgaum, Surat, Rutnagherry, Dhoolia, Hyderabad, and Kurrachee)	9	1,839	1,568
At Middle Class Schools (*i. e.*, First Grade & Second Grade Anglo-Vernacular Schools)	191	23,150	18,819·1
At Schools of Lower Class (*i. e.*, Vernacular or Primary)	1,357	79,189	59,463·4
At Female Schools	61	1,935	1,234·1
At Special Schools	8	278	240·3
TOTAL ...	1,632	106,794	81,683·3
Private Institutions receiving aid from Government.			
At Higher Class Schools	6	2,116	1,681
At Middle Class Schools	13	1,892	1,716
At Lower Class or Primary Schools ...	23	946	702
At Female Schools	12	1,193	928
At Special Schools	2	143	107
TOTAL ...	56	6,290	5,134
Private Institutions not receiving aid, but under inspection only.			
At Higher Class Schools	1	137	110
At Middle Class Schools	15	1,268	943·2
At Lower Class or Primary Schools ...	33	2,156	1,548·4
At Female Schools	17	902	475·6
TOTAL ...	66	4,463	3,077·2
GRAND TOTAL ...	1,754	1,17,547	89,894·5

8. Increase of schools and scholars during the eleven months under report :—

Grade of Schools.	Number of Schools.				Number of Scholars.			
	1865-66.	1866-67.	Increase.	Decrease.	1865-66.	1866-67.	Increase.	Decrease.
Government Institutions.								
High Schools	9	9	...	...	1,741	1,839	135	37
Middle Class Schools	168	191	23	...	23,925	23,150	577	1,352
Lower Class Schools	1,104	1,357	253	...	66,474	79,189	12,715	...
Female Schools	31	61	30	...	1,127	1,935	808	...
Normal Schools	4	5	1	...	150	165	20	5
Special Schools	3	3	...	...	112	113	3	2
Total ...	1,319	1,626	307	...	93,529	106,391	14,258	1,396
Private Institutions receiving aid from Government.								
High Schools	1	6	5	...	588	2,116	1,528	...
Middle Class Schools	5	13	8	...	834	1,892	1,058	...
Lower Class Schools	11	23	12	..	523	946	423	...
Female Schools	10	12	2	...	1,238	1,193	......	45
Normal Schools	......	......	...	...	......	......	......	...
Special Schools	2	2	...	...	100	143	43	...
Total ...	29	56	27	..	3,283	6,290	3,052	45
Private Institutions not receiving aid, but under Inspection only.								
High Schools	1	1	...	...	77	137	60	...
Middle Class Schools	10	15	5	...	941	1,268	327	...
Lower Class Schools	15	33	18	...	1,148	2,156	1,008	...
Female Schools	17	17	...	...	912	902	......	10
Normal Schools	......	......	...	...	......	......	......	...
Special Schools	......	......	...	...	......	......	......	...
Total ...	43	66	23	...	3,078	4,463	1,395	10
Grand Total ...	1,391	1,748	357	....	99,890	1,17,144	18,705	1,451

9. Net increase of schools and scholars may be stated as follows :—

	Schools.	Scholars.
Government Institutions	307	12,862
Aided Ditto	27	3,007
Inspected only	23	1,385
Total ...	357	17,254

10. The result of the high school education in this department, as shown by the numbers matriculated during the year, has been as follows :—

Institution.		Number matriculated in December 1866.
Elphinstone High School	... ...	19
Poona ditto	... ...	16
Rutnagherry ditto	... ...	9
Surat ditto	... ...	6
Ahmedabad ditto	... ...	5
Belgaum (Sirdars) ditto	... ...	3
Dhoolia ditto	... ...	3
Hyderabad ditto	... ...	3
Kurrachee ditto	... ...	1
	Total ...	65

Besides these the following Government institutions succeeded in passing each one candidate :—

Poona Training College, Neriad Anglo-Vernacular School, Ahmednuggur Anglo-Vernacular School, Nassick Anglo-Vernacular School. Two candidates from Poona Civil Engineering College, and one who had formerly attended Poona College, passed.

11. The following is a corresponding table for aided institutions :—

Institution.		Number matriculated in December 1866.
Free General Assembly's Institution	... ...	7
General Assembly's Institution ..	... ...	1
Sir Jamsetjee Jejeebhoy Parsee Benevolent Institution	...	2
Poona Free Church Institution...	... ...	2
	Total ...	12

12. The results of the collegiate instruction in this department, as shown by the numbers who have passed the higher University Examinations during the year, are as follow :—

First Examination in Arts.

	Numbers passed.
Elphinstone College	14
Poona ditto	4
B. A. Degree.	
Elphinstone College	9
Poona ditto	6
M. A. or Honors in Arts (entitling to M. A. Degree).	
Elphinstone College	3
Poona ditto	0
L. M. Degree.	
Grant Medical College	2
LL. B. Degree.	
Government Law School	2
First Examination in Civil Engineering.	
Poona Civil Engineering College	2

13. The following is a corresponding table for aided institutions :—

First Examination in Arts.

	Numbers passed.
Free General Assembly's Institution	3

14. The amount paid into Her Majesty's Treasury of sums received from the sale of books (including an adjustment for Rs. 1,008-11-5 of the sum allowed to the Director of Public Instruction for gratuitous distribution of books) has been, during the eleven months under report, Rs. 1,25,353-3-7, against Rs. 1,25,706-13-10 drawn. It so happened that within three days after the close of the official year, a further sum of Rs. 6,608-15-7 was paid in, so that the amount drawn for the printing and purchase of books has been clearly covered, while a considerable stock has been laid in towards the wants of the present year. Of the sum drawn, Rs. 9,838-14-1 were expended on the encouragement of Literature; which sum has also been covered by the sales of the department.

Book Department.

15. The following table shows the sums drawn from and paid into the treasury during the last four years :—

Year.	Amount drawn.	Amount paid.
	Rs. A. P.	Rs. A. P.
1863-64	71,242 5 7	81,557 8 1
1864-65	80,117 2 11	93,756 2 3
1865-66	79,995 13 10	98,904 9 4
1866-67	1,25,706 13 10	1,25,353 3 7

The increase now exhibited of more than Rs. 26,448, during an official year of only eleven months, over the amount paid in during the previous official year of twelve months, will serve to indicate the progressive state of the department.

16. The following is a general statement of the number and value of the books issued from the Central Book Depôt during the year, as returned by the Curator :—

	Number of Copies.	Amount.
		Rs. A. P.
1. Books sold for cash in Central Book Depôt ...	8,133	3,082 12 0
2. Books issued on credit	36,809	29,364 13 3
3. Books issued to the subordinate Depôts for sale ...	226,154	83,020 5 0
4. Books issued for printing new Editions	28	12 11 0
5. Books sold by public auction as per Resolution of the Government of Bombay, No. 264, dated the 28th April 1866	1,882	844 5 6
TOTAL ...	273,006	1,16,324 14 9

During the latter part of the year under report, the system of issuing books on credit has been discontinued. In future tables of the above kind this item will therefore no longer appear.

17. The following table shows the number and value of the copies of school books and maps in different languages, printed and purchased by the Book Department in 1866-67 :—

Names of Books.	Number of Copies.	Value.
A. Books Printed.		Rs. A. P.
1. English	60,000	4,280 0 0
2. Marathi	1,35,533	38,696 0 0
3. Gujarathi	57,000	15,213 0 0
4. Sanskrit	1,000	700 0 0
5. Hindustani	1,500	440 0 0
6. Sanskrito-Marathi	1,500	3,968 0 0
7. Anglo-Marathi	10,000	90 0 0
TOTAL ...	2,66,533	63,387 0 0
B. Books Purchased.		
1. English	44,640	43,516 4 11
2. Latin	1,329	1,412 9 5
3. Marathi	1,407	942 3 7
4. Sanskrit	941	2,114 0 2
5. Hindustani	638	350 12 8
6. Canarese	7,210	1,457 9 0
7. Anglo-Gujarathi...	375	750 0 0
8. Anglo-Marathi	700	1,937 8 0
TOTAL ...	57,240	52,480 15 9
GRAND TOTAL ...	3,23,773	1,15,867 15 9

22. In order to obtain materials for this Report, a common form of Returns was, for the first time, prescribed to Educational Inspectors. It is indeed no easy matter to give clear information about a large and complicated department. The form prescribed was experimental, and requires improvements; but I trust it will serve as the foundation of a better system of annual reporting in the future. One of the great sources of misapprehension in Educational Returns consists in ambiguity of terms. And here, to obviate such misunderstanding, I would beg to point out the sense in which certain terms are used throughout this Report. By the term "Government schools" I understand all such schools as are entirely *managed* by this department, whether any Imperial funds are expended on them or not. Thus the Vernacular schools established out of Local cess, are returned as Government schools, because they are entirely under the control of this department, which orders the studies, fixes the fees, and appoints or removes the masters. For the same reason, many schools in Kattyawar, being managed by this department, though supported by the chiefs without aid from Imperial sources, have been returned by Mr. Curtis as Government schools. On this principle, the few schools in the Peint State should have been returned as Governmental. By the term "aided schools" I understand schools *managed privately*, receiving aid from Government, and inspected by this department. By the term "schools inspected only" I understand private schools neither managed by us nor aided by Government, but to which the benefit of inspection by this department is afforded at the request of the patrons or managers. To the term "Local funds" a restricted meaning has been given, as in previous Reports it was customary to include under this head Expenditure from private sources on the few schools which received aid from Government. In the present Report no sum has been entered under the head of "Local Funds" which has not been actually administered and accounted for by this department. The only sum of Private Expenditure which has been admitted under this head has been Rs. 2,683, on account of the Peint State schools, which sum was administered by the Educational Inspector. "Private Expenditure" has been indeed altogether omitted from this year's General Returns, simply on the ground that this department could not guarantee the correctness of the amounts reported to have been spent by private school managers. It is also in accordance with the spirit of a system, which looks only to *results* in private schools, to ignore the expenditure by which such results have been obtained. But should Government wish "Private Expenditure" returned, according to the practice of other presidencies, nothing can be easier than to enter the sums reported by school managers.

General remarks on the above statistics. Definitions of terms.

"Government Schools."

"Aided Schools."

"Schools inspected only."

"Local Funds."

23. The Imperial expenditure connected with this department during the eleven months under report was shown above (para. 1) to have been Rs. 9,16,678-9. From this amount must

The Imperial Grant for Education.

be deducted a refund of Rs. 1,25,353-3-7, being the amount paid into the treasury fron the sales of school books (*see* para. 15). The real expenditure from Imperial sources under this department has therefore been Rs. 7,91,325-5-5. There are, however, other items of expenditure coming under the Budget head of "Education, Science and Art" which are not under this department; they are as follow :—

	Rs.	A.	P.
* Bombay University	49,512	0	0
† Central Museum	9,989	0	2
Grant to Mechanics' Institution	150	0	0
Ditto to Agri-Horticultural Society ...	2,790	0	0
Ditto to Bombay Branch of Asiatic Society ...	3,300	0	0
Ditto to Botanical Gardens	8,976	2	5
Ditto to Geographical Society	520	0	0
TOTAL ...	75,237	2	7

Thus the total Imperial expenditure on "Education, Science and Art," during the eleven months under report, has been Rs. 8,66,562-8, which, if taken for twelve months, gives an annual rate of Rs. 9,45,340-15 standing against Rs. 9,32,184-6-3, actually expended in the official year 1865-66. The rate of expenditure then for the past and the previous year appears nearly stationary, and when compared with the estimated revenues of the Bombay presidency for the current year,—namely, Rs. 8,75,93,700 (*see* Resolution of the Government of India, No. 405, dated 10th April 1867), it appears to bear the ratio of $1\frac{1}{12}$ per cent. to the Presidential Revenues. This proportion must be admitted to be small, especially when it is considered that in England the Parliamentary Grant for Education during 1866-67 was £ 1,030,660, which on an Imperial revenue of £68,000,000 gives a proportion of more than $1\frac{1}{2}$ per

* Details of Expenditure on the University are as follow :—

Bombay University.	Rs.	A.	P.
Allowances to Examiners	31,709	10	3
Registrar's salary	3,900	0	0
Establishment of ditto	1,529	0	0
Contingencies	7,490	3	1
Printing charges	3,919	10	8
House-rent	660	0	0
Temporary increase	165	0	0
Grain compensation	41	12	0
Prize and Medals	96	12	0
TOTAL ...	49,512	0	0

† Details of Expenditure on the Central Museum are as follow :—

Central Museum.

	Rs.	A.	P.	Rs.	A.	P.
Salary of the Curator from 27th Dec. 1864 to 31st March 1867 ...	8,448	6	2			
Establishment	1,106	8	0			
Contingencies	434	2	0			
				9,989	0	2

cent., and that the English Parliamentary Grant is almost entirely for subsidies to primary schools, whereas in this country the education of the people implies not only the diffusion of primary instruction, but also the introduction of higher learning and science, and the doing for India of all that the richly endowed universities, and ancient Grammar schools, and centuries of refinement have done for England. Were 2 per cent. per annum on the Presidential Revenues allowed to Bombay for "Education, Science and Art," the whole aspect of this department and of the university might, in my opinion, be speedily changed for the better.

Increase in the rate of Imperial Expenditure due to extension of the grant-in-aid system.

24. I have shown above (para. 3) that the chief item of increase of Imperial expenditure under this department consists of grants-in-aid to private schools and buildings. Part of this consists of extraordinary grants (*e. g.*, Rs. 22,207, for the school-buildings of the Great Indian Peninsula Railway Company), the rest is due to the favorable working of the newly introduced system of grants-in-aid by payment for results. Under this system new grants have been awarded to the amount of Rs. 20,293-8.

Decrease in Expenditure from Local Funds only apparent.

25. It has been above shown (para. 5) that an apparent decrease in Local Funds Expenditure, to the amount of Rs. 2,00,000, has been caused by the exclusion of Private Expenditure from the head of Local Funds. In Gujerat there has been an actual decrease of Local Funds Expenditure to the amount of Rs. 63,713, owing to the accumulations of two years' Local cess having been expended on school-houses in that division during 1865-66. On the other hand, there appears to have been an increase of expenditure from Local cess in the central division of about Rs. 30,000, in the southern division of about Rs. 12,000, and in Sind of about Rs. 6,100. The increase of school fees throughout the presidency may be stated as follows:—

	Fees.					
	1865-66.			1866-67, for eleven Months.		
	Rs.	A.	P.	Rs.	A.	P.
Central Division	92,622	12	4	94,257	2	7
Northern ditto	25,912	1	6	31,975	12	0
Southern ditto	10,857	12	7	13,488	8	7
Sind ditto	4,583	0	10	3,688	14	3
Total ...	1,33,975	11	3	1,43,410	5	5
Net Increase during eleven months of 1866-67	....			9,434	10	2

Another source of Local funds may be mentioned, which has been opened this year for the first time, namely, the assignment of Rs. 10,000 per annum by the Worshipful Bench of Justices in Bombay, for the extension of primary schools within the island. This assignment was much wanted, and will be very useful, and I trust that hereafter it may be increased.

Progress and working of Local Cess.

26. I continue to receive from Inspectors the most cheering accounts of the operation of the Local Educational Cess. Mr. Russell writes as follows :—

"The cess operations have already begun to bring the subject of popular education before both the masses and their rulers in a somewhat different and clearer light than before. The people are beginning to look on schools as necessary popular institutions, and not merely as a part of the administrative machinery of a foreign government, with which they have little or no concern. The cess-payers now want something in return for their money, and the school attendance of the agricultural classes is increasing. The troublesome and precarious resource of 'popular contributions' for schoolmasters' salaries is dispensed with, since the levy of the cess (but the people are too apt to think that the cess is sufficient for all their school requirements, or, at least, to allege this as a ground for refusing further local contributions, even when urgently needed). Another good effect of the cess is the good example it sets to Inamdars, Jagheerdars, &c., and their people, who see its operations, however humble at present, in the neighbouring British territory. For instance, I and my deputies have been asked by the people of non-government villages to get the school cess levied for them."

Mr. Curtis reports as follows :—

"The Local cess continues popular, and from the numerous petitions received from the people for schools and school-houses, it seems that they are determined to receive the full benefit of the money they contribute towards the extension of education. In many places where new school-houses, erected from Local funds, were used for the first time, the people raised subscriptions to feast the pupils, and made the day one of rejoicing; and this without any hint from our department. The sum of Rs. 428 in nine places in the Surat Collectorate alone was subscribed and spent in this manner."

The expenditure of the Local cess has been strictly limited to meeting (in the first place) the wants of the people for Vernacular, or, as we call it "Primary" Education. And the operation of this rule is most salutary. The money collected has been expended on the sort of schools required by the class of people (the cultivators) by whom it was subscribed. And the result has been to infuse into this class, for the first time, some interest in education. I have been struck, when travelling in the country districts, by the large proportion of the sons of cultivators to be found in every village school. The people, as a rule, look upon the Local Educational cess as a voluntary contribution; they feel a certain amount of pride and pleasure in it, and are apparently eager in looking for advantages to be derived from it. The people by this cess provide for themselves, wherever it is levied, the means of primary instruction, and I think that there are four boons which, in acknowledgment of this, they may fairly look to Government to guarantee them—1*st*, that every Talooka shall have its First Grade Anglo-Vernacular school, supported by an Imperial grant and fees; 2*nd*, that each Zillah shall have its high school, supported in the same way; 3*rd*, that every school-building for which an assignment is made by Local cess Committees shall

receive an equal subsidy from Government; *4th*, that some provision shall be made for insuring pensions, under the ordinary Uncovenanted Service Rules, to Local funds schoolmasters. These principles have as yet been by no means recognized. There has been apparently some misapprehension as to the exact nature of the Local Educational cess in this presidency. The Supreme Government has spoken of it as "a part of the land revenue set apart for educational purposes," which is far from accurately representing the character of this contribution. Owing apparently to this misunderstanding, there has been an unwillingness to sanction proposals which, I humbly think, were fairly due to the people.

Working of Grants-in-aid system.

27. The grants-in-aid system on the principle of payment for results may now, for the first time, be reported as having come into extended operation in this presidency. Rs. 24,308 have been awarded under this system to schools, the great majority of which were never previously aided by Government or inspected by this department. The Inspectors are unanimous in their favorable testimony to the success of the system. Major Waddington writes:—

"The Revised Rules published in February 1866 have had a fair trial during the year, and I have personally examined all but two of the schools applying for aid under them. The system is, I am convinced, an admirable one, and while it meets with the cordial approval of school managers, it ensures, as far as any system can, a due economy of the public funds."

Mr. Moore writes as follows:—

"This system has made a fair start in the province. The Mission schools at Hyderabad and Kurrachee have been examined under the standards during the year. The Saint Patrick's (Roman Catholic) School has since been examined, and the Marathi School has been registered for examination. I consider that the introduction of this system is calculated to exercise a very beneficial effect. The system of marking is minute and tedious to the Examiners, but it has its advantages. It enables a comparison to be drawn between schools of the same class, and it thus inspires the masters and pupils with emulation. It moreover greatly assists the inspectional staff, for after a school has once been examined and marked, it enables the Inspector to judge at the next examination what progress a school has made during the year; and to private scholastic institutions it affords liberal pecuniary assistance, for want of which the efforts of many such schools are retarded."

From a departmental point of view, the system is of course most satisfactory, for it stimulates the managers of private schools to fresh exertion in the improvement of their pupils; it tends to the constant raising and keeping up of the schools; it prevents the attention of teachers being concentrated on the best pupils to the neglect of others; it relieves the Inspecting officer of all responsibility in stating his "impressions;" it gives a reason for every increase or diminution of Governmental aid; it is a liberal and yet an economical system, for not a Rupee is paid except for actual progress in a pupil, and though an efficient school may obtain, under the system, a third of its expenses from Government, a school must be exceptionally efficient to obtain a higher rate of aid than this. But as far as we have gone, the system appears to be not only popular with this department, but also almost equally so with the managers of private schools. There is no doubt that it will obtain considerable extension and be productive of great good in the future. For examination during the present year I have

registered 17 additional schools, and I shall cordially welcome every fresh advance which the system makes, being confident that, as long as it is properly administered, it is a just system, and that it will tend to produce an amount of secular instruction which Government could not otherwise have produced except at far greater cost. The grants hitherto awarded "for results" have been made to schools previously existing, and have been almost confined to the large towns of Bombay and Poona (*see* above para. 22); but I already see traces of the action of the system, in calling schools into existence. When the Missionary Societies, Railway Companies, and analogous bodies have done their part in school extension under this system, the question will arise how far the Native communities will take it up. And with regard to this, it must be remembered that the grant-in-aid system implies effective school management by private bodies which implies local enlightenment. And therefore I would say that it would be hardly fair to the people who bear the burden of a Local cess, and are eager for instruction, if Government were entirely to wait upon the development of a grant-in-aid system, especially in a country like this. I think that this system should, for the present, be looked on as subsidary to the operations of Government, and should not be made to set aside the principle suggested above (para. 26) that an Anglo-Vernacular school should be provided for the people in every Talooka, and a high school in every zillah, at the cost of the State. There are two other considerations which I would venture to submit in connection with our recent inauguration of the grant-in-aid system—1*st*, that there are some things which we can never look to this system to supply for India, namely, the introduction of higher learning and science; 2*ndly*, that the development of the system will call imperatively for the maintenance of a high class of Educational Inspectors, and therefore for placing the superior appointments of the educational service on a better footing than they hold at present.

Increase of schools and scholars.

29. The table in para. 9 shows a net increase of schools and scholars during the year as follows:—

	Schools.	Scholars.
Government Institutions	307	12,862
Aided Institutions	27	3,007
Inspected only	23	1,385
TOTAL ...	357	17,254

The increase in aided schools and scholars is not an actual increase of instruction in the presidency, but chiefly shows schools not previously aided, and now for the first time brought on the Returns of this department.

16

Results of Inspector's examinations of Government Schools under prescribed standards.

30. As mentioned by me in my last Annual Report (para. 45), the standards laid down in the Provisional Revised Rules for Grants-in-Aid have been prescribed to be universally used by Inspecting officers in their examinations of Government schools. The object of this change was in the first place to secure definiteness and accuracy of reporting, in the second place to facilitate a comparison between private and Government schools.

As might have been expected, there was considerable difficulty about introducing the system of examining Government schools under standards, especially with the various modifications which we were obliged to make in them. The Inspectors unanimously report that the system has not yet been fully understood, and it must be considered to have been as yet only on trial, or at all events as only in its infancy. I hope that the difficulties of the plan may be overcome, as I think its advantages are beyond doubt.

On the present state of Government Institutions.
(*a*) Arts Colleges.

31. Of the Government Arts Colleges (Elphinstone and Poona), I have still to report that, under considerable difficulties, they maintain a high state of efficiency. Judging from actual results in the students they turn out, there is no branch of the department that I contemplate with greater pleasure. These results are entirely due to the high character, attainments, and zeal of the Principals and Professors. But the Professors are too few in number. Both colleges are under-manned in teaching power. There is no Professor of Latin or of History attached to either college.

33. A second great difficulty which the colleges have to encounter lies in the inferior condition of the high schools of the presidency. This weak arm of the department has been a never ceasing matter of complaint, and I regret that the small measures of improvement solicited by me for the high schools and their feeders (see my last Annual Report, para. 44) had not, at the close of the year under report, received sanction.

34. A third cause for the depression of the Arts Colleges, in point of numbers, consists in the want of appreciation by the richer Natives of the advantages of collegiate education. Generally speaking, the natives of this presidency have shown considerable good sense in availing themselves of the education provided, or aided, by Government. But this is far less the case with regard to higher education, in respect of their appreciation of which the inhabitants of Bombay present an unfavorable contrast to those of the Bengal presidency. In the last Report of the Calcutta Presidency College, I find a classification of the students on the rolls according to the social position of their parents. This Return shows 109 students as the sons of "zemindars, talookdars, and other persons of independent income" against 108 sons of "Government servants and pensioners," 76 sons of "merchants, bankers, banians, and brokers," 41 sons of

"professional persons," 56 sons of "shop-keepers," and 95 "others." I have not as yet received such a classification of the Elphinstone and Poona College students; but when it is made, I doubt nót that the contrast of social position of the students will be very much to the disadvantage of our colleges. Not only is any class like that of the sons of zemindars entirely wanting in our colleges, but also the native merchants of Bombay themselves seem to have most narrow views as to the value of collegiate education. Even rich men, as I have personally found in more than one instance, object to the payment of a ten Rupees fee for their sons. They have not yet got rid of the notion that in a Government college education should be given gratuitously. They forget that they are only asked to pay Rs. 120 per annum for education which costs, as yet, Rs. 605-4-4 per annum for each student attending.

(*b*) High Schools.

In speaking generally of the backward condition of the Government high schools of this presidency, I refer,—*first*, to the small number of boys from them who have succeeded in passing the Matriculation Examination during the year, namely, 65 in all, out of which 19 were from Elphinstone High School, and 16 from Poona High School. This number stands against 70 matriculated last year, so that in this respect, at all events, there has been no improvement. *Secondly*, to the raw and uncultivated state even of these passed candidates, who come to the colleges with very little general knowledge, without taste or literary feeling, and generally without even the rudiments of a classical language. *Third*, to the inaccurate way in which English is taught in the high schools, as testified by the mistakes of idiom and grammar which cling to the University students throughout their career, and which only a few of the best graduates even ultimately, succeed in shaking off.

37. In pointing out these deficiencies, I do not mean to throw blame on the head masters, whose exertions have been exceedingly praiseworthy. But the difficulties they have had to contend with have been hitherto almost insurmountable,—*first*, in the material they have had to deal with, namely, the boys sent up from Anglo-Vernacular schools; *second*, in their assistant masters, of whom the great majority are raw youths, who have barely succeeded in passing the Matriculation Examination. The University is the great Normal school for assistant high school masters, and at present we are involved in a circle. The University is depressed, because the high schools are not better, and the high schools are depressed, because the University does not furnish more and better scholars to be assistant masters. This state of things will gradually work itself out, and we may look to see the high schools flourish when every first grade high school has a European scholar for its head master, and none but graduates of the University for its assistant masters, and when this is the case, we may look in turn to see the colleges and the University improved.

38. On the whole, during the year there has been progress and amendment in the high schools.

(c) Anglo-Vernacular Schools.

39. The classification of schools proposed in my last year's report (paragraph 44) has been successfully carried out.

(d) Vernacular Schools.

40. The numbers in attendance in "lower class" schools during the past year has been—

		Pupils.
At Government Vernacular Schools	... ...	79,189
At Aided ditto	... ...	946
At Inspected ditto	... ...	2,156
	TOTAL ...	82,291

The total net increase of pupils in Government institutions over the previous year appears to have been 12,862, and out of this number 12,715 are due to an increase in the Government Vernacular schools (see paragraphs 8 and 9). That fact alone suffices to show the direction in which this department has been successfully working. While middle class, high school, and university education has been nearly stationary, Vernacular education has been spreading steadily over the country. The cultivator class has especially come under its influence, and it is from this class, under the operation of the Local cess system, that the main part of our increase of pupils has been obtained. The Vernacular schools in this presidency are all entered under the general head of "Lower Class Schools"; but there is a considerable range of difference between the inferior and the superior Vernacular school. For the first classes in superior Vernacular schools a Standard V has been introduced, consisting of—(*1st*) Arithmetic, complete; Euclid, 1st Book; Algebra, Equations; Mental Arithmetic, complete. (*2nd*) Vernacular Writing, from Dictation; Original Composition in Vernacular. (*3rd*) Reading Vernacular Newspapers; Paraphrasing Vernacular Poetry. (*4th*) Vernacular Grammar. (*5th*) History and Map-drawing of India. (*6th*) History of England. In the Northern Division Mr. Curtis reports 46 boys to have been examined, and 41 to have passed under this very high standard. Under Standard IV, 237 are reported to have passed in the Northern Division, about 326 in the Central Division, and about 51 in Sind. The numbers passed in other standards may be seen by reference to the Inspectors' tables. But the whole system of examination under standards has not yet been brought into full working, and the results cannot be absolutely depended on.

(e) Colleges for special education. Grant Medical College.

41. The Medical College of this presidency suffers no less than the Arts Colleges from the inefficiency of the high schools. The small number of 18 matriculated students was in attendance on the college classes at the close of the year under report.

Poona Civil Engineering College.

42. I have every reason to believe that this institution, which, in the previous year, was affiliated by the University, has made a fair start. In October 1866 the college was thoroughly examined in

all its parts by two special visitors (Captain Haig, R. E., and H. Coke, Esq., M. A.), appointed for the purpose by Government, and their report was generally favorable.

The Civil Engineering College will never attain its full development till—(1*st*) an adequate teaching staff has been sanctioned; and (2*nd*) the college building, now in course of erection, has been completed. It is almost needless to repeat that every qualified student which this college can turn out, whether from its University department or its Vernacular classes, will be valuable to the country at the present time of public work extension.

Government Law School.

43. The Law classes continue to attract a large proportion of the *élite* of the Arts graduates and other rising students of the University. This is no wonder considering the brilliant openings for an independent career in Law, offered to Native students by the liberality of the High Court, under the present Chief Justice, Sir Richard Couch. Among the encouragements afforded during the past year, I have to mention (*a*) the diminution in the period of articled service for Solicitorships in the High Court, accorded to University graduates in the Resolution of the Hon'ble Judges, dated 28th August 1866; (*b*) the appointment by the Chief Justice of a Hindoo Bachelor of Laws to be Deputy Registrar on the Appellate Side of the High Court.

(*f*) Normal Schools.

44. There are altogether 5 Normal schools under this department, with a total number of 165 pupils on the rolls, being an increase of 1 school and 15 pupils over last year's return. I am not at all satisfied with the working of these schools, especially of the so-called Poona Training College. Attention to the subject will be given during the present year. An application made by me more than a year ago for improvement in the establishment of the Ahmedabad Training College has not yet received an answer.

(*g*) Female Schools.

45. The amount of Imperial funds expended on female education during the year has been as follows:—

On Government Female Schools.

	Rs. A. P.	
Central Division	301 8 0	
Northern ditto	39 8 0	
Southern ditto	......	
Sind	......	
		341 0 0

Aided Institutions—Central Division.

Poona Convent School	2,180 0 0	
Cavel Girls' School (Portuguese)	459 0 0	
Indo-British	466 0 0	
		3,105 0 0
TOTAL ...		3,446 0 0

So that actually only Rs. 341 of the State funds has been spent in this presidency during the year on *Native* female education, which indeed Government can hardly be said to have commenced undertaking in Western India.

In the Northern Division, where 2,301 Native girls are returned as under instruction, the schools are all but entirely supported by private endowments, though managed by this department. In the island of Bombay the Parsee schools (privately supported) are the most successful Native female schools in the presidency. Throughout the central and southern divisions I have found here and there (*e. g.*, at Poona, Sattara, and Belgaum) a few wretched little schools which appeared to be regarded equally by Inspectors, Deputy Inspectors, and all others concerned (including the masters themselves) as merely *dilettante* institutions, not to be strictly criticised or treated with seriousness. In Sind no attempt whatever at introducing female education appears to have been made. The impression which I have generally received in travelling has been that all through the Marathi, Gujarati, and Canarese countries (for of Sind I am not able to speak), it will be perfectly possible to introduce, with the full consent of the people, primary female schools, to be attended by girls up to ten or eleven years of age. For this purpose I applied some months ago to Government for an annual grant of Rs. 30,000, to be expended in various ways according to the differences of local circumstances, but always with the view of establishing in every town and large village a primary female school. As yet no answer on the subject has been given by the Supreme Government. Such schools will require, before all things, to be put on a footing of strict inspection, with careful registry of attendance, and with entire abolition of the present purposeless system of annual "exhibitions," at which two or three girls exhibit the reading of a page (perhaps learnt by heart), and *all* the girls get prizes, irrespective of their attainments or attendance. One great step has already been taken, in the past year, towards bringing female schools under regular criticism, and that is the introduction of standards of examination. From reference to the Returns of Inspecting officers, it appears that in the Central Division about 15 girls passed the Vernacular Standard III; 51 passed in Reading and Writing and 5 in Geography under Standard II; 76 in Writing only (Syllables) under standard I. In the Northern Division 240 girls are reported to have passed under Standard I; 100 under standard II; 71 under Standard III; 23 under Standard IV.

This poor result of the Inspectors' examinations will undoubtedly lead the way to better things. The first step is to get rid of the element of uncertainty, and to know exactly what the girls' schools have done as yet. In proposing the establishment of only primary schools for girls up to ten or eleven years of age, I have confined myself to what I know to be feasible in present circumstances. Gradually, as social ideas are modified in this country, something more than primary instruction for women will become possible.

Miss Carpenter's visit.

46. In connection with the above subject must be mentioned, as one of the public events of the year, Miss Carpenter's philanthropic visit to India, with the express purpose of seeing what could be done to promote the education of the women of this country. Miss Carpenter's chief attention in this presidency was drawn to Ahmedabad and to Bombay,

and, having seen the female schools in these places, the at once pointed out (what many have long felt) the disadvantage of none but male teachers being provided for these schools. After much discussion of the subject with Miss Carpenter, the leading inhabitants of Ahmedabad and some native gentlemen in Bombay severally addressed petitions to Government, soliciting the establishment of Normal schools for the training of female teachers, and at the same time Miss Carpenter addressed to Government a memorandum embodying her conception of the arrangements to be made in establishing the Normal schools which had been solicited. Miss Carpenter's inexperience of India naturally caused some of her proposals to require modification; but many of her suggestions were valuable, and the whole subject of the proposed Normal schools is now under the consideration of Government. The natives of this country expressed gratitude to Miss Carpenter for her sympathetic exertions. And this department may well recognise the advantage of an external and private stimulus to the question of female education. As to the proposed Female Normal schools, highly desirable as they are, it must be remembered that to place women in positions of responsibility as teachers and managers of schools will be in this country a perfect novelty, and that the whole carrying out of the plan is sure to be attended by all sorts of difficulties, which, however, we must hope in time to overcome.

Education of European and Indo-British children.

48. Contemporaneously with the extension in this presidency of the grant-in-aid system, which will assist all classes in the community alike, there has been a considerable movement towards the providing of both middle class and high school instruction for European and Indo-British children. The Diocesan Board of Education, which came into existence just before the commencement of the official year, appears* to have aided three new schools in Bombay and one at Poona. The Great Indian Peninsula Railway Company has established, or is establishing, schools of their own at the large stations of Lanowlee, Egutpoora, and Bhosawul; and the Scottish Education Society (recently created) has established a high school in the Fort of Bombay. Quite unconnected with these movements, but calculated in the highest degree to encourage and assist them, was the Notification of the Government of Bombay, published under date the 27th February last, offering special allowances to boys of European and Indo-British parentage who, after reaching a certain standard of qualification, should continue to study for and in the University of Bombay. This Notification arose out of the expression of a wish by Her Majesty's Secretary of State (the present Lord Halifax), in his Despatch No. 2, dated 30th January 1864, that a boarding-house might be established in this presidency for European boys pursuing the University course of study. After much consideration of the subject it was thought better, instead of going to the expense of a boarding-house, to offer stipends or exhibitions, tenable under conditions of respectable surveillance, to boys boarding wherever might be most convenient. When the plan was under consideration not a single

* See Correspondence in Appendix.

European or Indo-British boy had gone through the University course. The whole measure was, therefore, experimental, and was passed in uncertainty to what extent persons would avail themselves of the privilege offered. Up to the present time special allowances have been claimed for one boy who has passed the First Examination in Arts, and for seven boys who have passed the prescribed standard of preparation for the University. Doubtless when the numbers of claimants increase, Government will limit the number of special allowances to be awarded annually, and then these allowances will assume the character of exhibitions, to be competed for amongst the best European and Indo-British students. At a trifling expense to the State they may be expected to produce very advantageous results, by bringing the different classes of Her Majesty's subjects together within the University, and by introducing a new element among the college students.

Education of Native Princes and minor Chiefs.

49. Among the educational events of the year I have to record steps in the direction of that all-important end,—the education of Native Princes. The first of these was met by difficulties at the outset; its history is briefly as follows:—His Highness Maharajah Scindia, early in 1866, addressed a kharita to the Viceroy, requesting His Excellency to select and appoint a European gentleman to be tutor to His Highness' adopted heir (aged 13). As it was necessary that the tutor should be well acquainted with Marathi, the only language known by the minor in question, the Bombay Government was applied to to nominate a qualified gentleman. After due inquiry I had the honor to recommend for the tutorship an Artillery officer, employed in the Revenue Survey, who knew Marathi and Hindustani, and who appeared to possess the requisite qualifications for so difficult and delicate a post. In order to obviate, as much as possible, future misunderstandings, I submitted, on the part of the selected officer, certain stipulations, to the effect that as tutor to the adopted heir he should have recognized rank in the Maharajah's Durbar, and that the rules and conditions of his life should be drawn up beforehand and agreed to by His Highness on the one part, and by the Political Agent on the other. These stipulations having been approved by the Bombay Government, and afterwards by the Governor General in Council, were forwarded, together with the nomination asked for, to the Political Resident at Gwalior for acceptance by the Maharajah. His Highness, however, appears to have considered the conditions unnecessarily formal, and to have declined to accept them. Owing to this the negotiations were suspended for several months; but they have recently been renewed, and I trust that ultimately the heir to Scindia's important throne may not be suffered to grow up uninstructed.

50. Analogous arrangements more immediately within this presidency have been successfully inaugurated. An excellent plan has been adopted by Colonel G. S. Anderson, Political Agent in the Kolhapur State, for the education of the minor Rajah, whose father (by adoption) died at the commencement of the year under record. This plan consists in the appointment of an accomplished Political

officer (Lieutenant West) to be Governor to the young Rajah, to take general superintendence of the minor, and to initiate him, as far as possible, in Revenue and Judicial business; and under Lieutenant West, a Native graduate of the Bombay University has been appointed as tutor, to teach the Rajah English, and other branches of ordinary instruction. The minor is about eighteen years old, and will not be allowed to assume independent control of the Kolhapur State until he is pronounced by the Political Agent to have qualified himself for rule, by a sufficient progress in knowledge. The plan devised by Colonel Anderson is one that may be worthy of imitation elsewhere; European Officers of high standing and cultivation would often be willing to accept the appointment of "governor" to a Native minor, when they would hesitate to undertake the drudgery of a tutorship, the duties of which would be actually better performed by a Native graduate of an Indian University. The experiment has been repeated in the case of the minor Chief of Miraj, to whom Mr. Bellairs (M. A.) has lately been appointed governor, with a Marathi graduate to perform the functions of tutor.

Popular Education in Native States.

51. The extension of popular education that has taken place during the past year in Native States must not be passed over without notice. In Kattywar there has been an increase of 3,243 pupils in primary schools, and 845 in Anglo-Vernacular schools. In the small State of Sánglî I found liberal and enlightened measures being taken by the chief for the teaching of English, and for the encouragement of Sanskrit learning, and in the States of Kolhapur and Miraj, Colonel G. S. Anderson is availing himself of the minority of the chiefs to establish an educational system, which will only require to be carried on when the minors assume independent rule.

Encouragement of Literature.

53. The details of expenditure of Rs. 9,838-14-1 for the encouragement of Literature are shown in tabulated form in Appendix J. Among the works patronized during the year, may be mentioned especially:—

(a). *Englandama Pravas*, or Travels in England, in the Gujarati language, by Mr. Kursondas Mulji. This spirited and sensible book is likely to extend useful information, and to produce a good influence among the Gujarati people.

(b). *Chronological Tables* in English, by Mr. Cowasjee Sorabjee Patel. This is a learned work of reference, suitable to be used in offices, where dates given according to different Oriental systems have to be reduced to the Christian era.

(c). *Kharan Ghelo*, a Historical Novel, in Gujarati, by Mr. Nandshankar Tuljashankar.

(d). *Ratna Prabha*, a Novel, in Marathi, advocating widow re-marriage, by Mr. Lakshman Moreshwar Shastri Halbe.

(e) *Arabi Bhashentil Suras va Chamatkarika Ghosti*, being Part IV of Mr. Krishna Shastri Chiplunkar's excellent Marathi version of the *Arabian Nights*.

(f). *Indruja Vidyana Shastra*, a Treaties on Physiology, in Marathi, by Mr. Bhikaje Amrut Chobe.

Scheme of Professors Bühler and Kielhorn.

56. The scheme reported by me last year for the editing of a series of Sanskrit Classics, under the superintendence of Professors Bühler and Kielhorn, has been successfully inaugurated. During the past eleven months, *Panchatantra*, Books I, IV and V, have been prepared for the press by the Professors themselves; the whole of the *Raghuvamsa* has been prepared by Mr. Sankar P. Pandit, M. A.; an edition of *Kadambari* has been undertaken by Mr. Govind Bhagvat, B. A.; and an edition of the *Kiratarjuniya*, with the Commentary of Mallinatha, by Mr. Shivram B. Paranjpe, B. A. The printing of the *Raghuvamsa* has been commenced.

Professor Bühler's tour in search of Sanskrit MSS.

57. In Appendix G will be found Professor Bühler's report of a tour which he made in the months of November and December last, under orders of Government, through the South Maratha and Canarese districts in search of Sanskrit MSS. Such a tour was in itself almost a necessity, if merely with a view of ascertaining, as far as possible, the resources of private Sanskrit Libraries in the south of the presidency. Professor Bühler performed his mission with ability, and the results, as recorded by him, will be of interest to Sanskrit scholars. By conversing fluently in the Sanskrit language with Brahman Shastris at the various places which he visited, he succeeded to a great extent in inspiring confidence and in allaying the prejudices of persons who were at first unwilling to show their sacred volumes to a European. Professor Bühler appears to have made a useful collection of copies of various Sanskrit works, and he has probably established a connection which may be productive of further additions in future to a Sanskrit Library, which will be placed under the custody of the Bombay University.

Spread of the study of Sanskrit, Jugannath Sankarsett Scholarships.

58. The results anticipated by me in my last year's report from the foundation by Mr. Vinayekrao Sankarsett of Sanskrit Scholarships in connection with the University Matriculation Examination, have been fully realized. Twenty-one candidates for these prizes presented themselves in November last, and the Examiners appear to have been well satisfied with their performances. In four of our high schools (Elphinstone, Poona, Rutnagherry, and Dhoolia) a scholar-like teaching of Sanskrit has been established. In the remaining high schools the Sanskrit classes require re-organization. The stimulus now given by the University of Bombay to the study of the ancient classical language of India appears to have been most timely; for it is reported by the Deputy Inspectors that the interest in Sanskrit, for its own sake, is dying out in the country.

Study of Latin.

59. Flourishing Latin classes in preparation for the Matriculation Examination seem to have been instituted in Elphinstone High School, by the Vice-Principal Mr. Barrett, and in Poona High School, by the Head Master Mr. Jacob. The same may be looked for hereafter in Belgaum and Ahmedabad high schools, and as the numbers of assistant masters who have graduated in Latin increase, the regular introduction of this

language, so useful to students who are to follow Law or Medicine, may be anticipated. I have pointed out above (para. 31) the want of Latin Professors in Elphinstone and Poona Colleges. It is much to be wished that the liberality of some private citizen would endow the University with Latin Scholarships to correspond with the Sanskrit Scholarships which have been founded in the name of Mr. Jugunnath Sankarsett.

Spread of English.

60. The following are the numbers of boys learning English in Government schools with the net increase over former years :—

	Learning English.	Net Increase.
Central Division	5,266	329
Northern ditto	4,004	821
Southern ditto	Returns not furnished.	
Sind	481	92
TOTAL IN CENTRAL AND NORTHERN DIVISIONS AND SIND	9,751	1,242

Probably about 10 per cent. out of the whole number in Government schools are learning English. The acknowledged tendency of the people to acquire the language of good appointments has been somewhat checked during the year, partly by an order of this department requiring a certain knowledge of his own Vernacular before a boy is allowed to begin English in a Government school ; partly by want of sanction for the improvement or establishment of Anglo-Vernacular schools, much asked for by the people, and very necessary to this department.

Classification of pupils in Government schools according to caste.

61. The different castes of pupils in Government schools have not been returned according to a uniform system by the Educational Inspectors. The following table contains the information I have received :—

	Brahmans.	Other Hindus.	Mussulmans.	Parsees.	Others.
Central Division	17,512	28,053	2,047	1,610	409
Southern Ditto	4,232	9,608	886	2	57
Northern Ditto	......	No. Returns.			
Sind	......	1,823	995	32	18
TOTAL ...	21,744	39,484	3,928	1,644	484

Mr. Moore, who has not separated Brahmans from "Other Hindus," reports the proportion of Brahman pupils to other Hindus in Sind to be as 1 to 19; Mr. Curtis, who does not return the numbers of the different castes, gives a table of their relative proportions, from which it appears that Brahmans form 25·4 per cent., and other Hindus 59·2 per cent., of the entire number of pupils. In future years I shall hope to offer fuller and more interesting statistics of the different castes coming under instruction.

Physical Education.

62. Among the points brought to the notice of Government by Miss Carpenter, during her visit to Bombay, was the want of provision for the physical development of pupils in Government schools. Viewed as a general question in reference to the different classes of schools, to local circumstances throughout the presidency, to arrangements of school hours, to sites for play-grounds or gymnasia, to the provision of gymnastic teachers, and, above all, to the mode of meeting the necessary expenses, this subject is a large one. I have collected reports upon it, and hope, after due consultation with the Educational officers, to submit proposals to Government. I may say here, however, that among the Deccan population there is a considerable fondness for active and athletic games, which might well be recognized in connection with our schools.

General view of public instruction in Western India.

64. From the statistics and information given in the foregoing pages, it will be easy, I think, to collect a general view of the strong and weak points of public instruction in this presidency. We are comparatively strong in Vernacular instruction. The operation of the Local cess, as administered under certain Rules by independent Local Committees, has done great things in the way of providing funds for Vernacular schools, and at the same time has created a remarkable interest in education throughout the country districts, wherever the cess is levied. Another great intellectual stimulus has been given to the people of this presidency by the successful introduction of our grant-in-aid system on the principle of payment for results. This system is sure to be instrumental in the extension and improvement of middle class English and Anglo-Vernacular instruction, but its operation will be limited by two clauses—1*st*, by the numerical weakness of Missionery bodies on this side of India; 2*nd*, by the want of enlightenment in Native communities throughout many large tracts of the presidency. These causes leave us dependent, to a great extent, for the present, on the direct action of Government in supporting, and on this department in managing, a due proportion of Anglo-Vernacular schools. As frequently mentioned by me in this Report, we are weak in Anglo-Vernacular schools, and weak in the quality of our high schools, to which the Anglo-Vernacular schools should lead, and weak in the number of collegiate students sent up by the high schools. In the apparatus of University Science and learning we are singularly deficient. Connected with the whole University of, Bombay, which is the fountain head of Science and Literature for fifteen millions of people, we have not a single Professor of History,

Ancient or Modern, nor of Political Economy, nor of Latin, Greek, Arabic, or Hebrew, though every one of these subjects is entered in the University List of subjects for examination, and in almost all of them numerous candidates are constantly presenting themselves. There is only one Professor of Chemistry (attached to the Grant Medical College), and no Professor of Geology, or Astronomy, or applied Science, or even of Indian Law. In short special research is neither taught to the student in this presidency (except perhaps in the case of Sanskrit) by precept, nor by example. In the University, from a scientific point of view, all is mediocry; students in preparing for examinations receive a sufficient culture to qualify them generally for practical life; but that knowledge of a subject which renders a man "an authority" no one even thinks of aiming at. I mention this present state of things merely as an indisputable fact, and not as in any way a subject of wonder or complaint. The wonder rather is that education, moulded on Europeans forms, should have made such progress and obtained such sympathy from the people of this country. The Government, which has done so much for lower and middle class public instruction, may now well afford to pay attention to the claims of higher learning and Science. And I am humbly of opinion that at an expense to the State of not more than 2 per cent. per annum on the Presidential Revenues, all that is wanted here for education, including these truly Imperial objects, might be adequately provided.

EXTRACTS FROM THE REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION IN MADRAS, 1866-67.

Increase in the number of schools and scholars during the past year.

2. On the 30th April 1866, the total number of colleges and schools connected with the Educational Department was 1,261 with an attendance of 45,056 pupils; and on the 31st March 1867, the day closing the official year, according to the present arrangement, there were 1,386 institutions attended by 51,118 scholars. Thus, during the past year, the number of schools increased by 125, and the number of pupils by 6,062. The increase belongs almost entirely to private schools. The number of Government schools has actually diminished by 3, 5 schools having been closed during the year, while only 2 have been opened; at the same time the attendance at Government schools has risen by 591. The increase in private schools marks the extension of the grant-in-aid system.

Distribution of schools and pupils.

9. The following tables show the distribution of the schools in the several districts:—

1st.—With reference to the Agency by which they are managed :—

Name of District.	Government Colleges and Schools.	Number of Pupils.	Schools supported by a rate.	Number of Pupils.	Private Colleges and Schools which either now receive or have received Grants-in-aid. Established by Missionary Societies.	Established by other than Missionary Societies.	Number of Pupils.	Private Schools under Inspection which have not received Grants-in-aid.	Number of Pupils.	Total Colleges and Schools.	Total Number of Pupils.	Divisions.	Total Number of Pupils according to Divisions.	Total Number of Pupils in Government Schools according to Divisions.	Remarks.
Ganjam	20	890	...	...	...	5	169	......	......	25	1,059	First.	5,598	1,665	
Vizagapatam	7	380	2	69	...	12	508	1	135	22	1,092				
Godavery	5	379	68	909	1	22	1,135	1	49	97	2,472				
Kristna	1	16	...	...	5	13	959	......	......	19	975				
Bellary	3	389	...	...	5	4	445	......	......	12	834	Second.	5,167	661	
Kurnool	1	83	...	...	2	2	121	......	......	5	204				
Cuddapah	1	189	...	...	...	8	275	......	......	9	464				
Nellore...	...	...	...	...	4	201	3,665	......	......	205	3,665				
Madras...	*16	1,956	1	194	33	29	6,613	7	329	86	9,092	Third.	10.666	2,651	
South Arcot	10	695	9	356	...	5	429	4	94	28	1,574				* The Presidency Medical and Civil Engineering and Combaconum provincial colleges are reckoned as single institutions, although they each consist of a college proper and a school.
North Arcot	7	1,081	...	...	...	33	755	22	520	62	2,356	Fourth.	8,430	2,984	
Salem	6	631	...	...	...	...	...		108	9	739				
Tanjore	7	957	...	...	19	7	2,609	22	408	55	3,974				
Trichinopoly	2	315	...	...	5	7	857	10	189	24	1,361				
Coimbatore	6	353	7	226	1	99	2,538	268	3,994	381	7,111	Fifth.	18,226	787	
Madura	3	434	...	...	1	30	1,198	31	670	65	2,302				
Tinnevelly	...	...	...	...	221	5	8,302	28	511	254	8,813				
Malabar	6	847	7	904	2	1	250	3	191	19	2,192	Malabar and Canara.	3,031	1,277	
South Canara	5	430	1	144	2	...	65	1	200	9	839				
Total ...	106	10,025	95	2,802	301	483	30,893	401	7,398	1,386	51,118	...	51,118	10,025	

N. B.—The Trichinopoly and Vellors Normal schools are under the Inspector of the 3rd division, though they are here included among the schools of the 4th division : the number of pupils in them is 192 and 204 respectively.

The Calicut Provincial School is included among the schools in the sub-division of Malabar and South Canara ; but it is actually supervised by the Inspector of the 5th division : the number of pupils in it is 365.

2*nd*.—With reference to the standard of instruction :—

Name of District.	Number of Schools of the Higher Class.	Number of Pupils.	Number of Schools of the Middle Class.	Number of Pupils.	Number of Schools of the Lower Class.	Number of Pupils.	Number of Female Schools.	Number of Pupils.	Number of Normal Schools.	Number of Pupils.	Number of Schools for Special Education.	Number of Pupils.	Total Number of Schools.	Total Number of Pupils.
Ganjam	1	179	11	434	13	446	......	......	......	......	......	......	25	1,059
Vizagapatam	1	204	10	496	10	276	......	......	1	116	......	......	22	1,092
Godavery	1	196	22	1,265	73	998	......	......	1	13	......	......	97	2,472
Kristna	2	384	8	276	9	315	......	......	......	......	......	......	19	975
Bellary	1	267	10	547	......	......	1	20	......	......	......	......	12	834
Kurnool	1	83	4	121	......	......	......	......	......	......	......	......	5	204
Cuddapah	1	189	8	275	......	......	......	......	......	......	......	......	9	464
Nellore	...	......	11	685	192	2,820	2	160	......	......	......	......	205	3,665
Madras	1	2,713	45	3,888	1	44	25	1,613	1	276	4	558	86	9,092
South Arcot	0	189	25	1,351	... ..	......	2	34	......	......	......	......	28	1,574
North Arcot	11	341	8	669	50	1,009	2	133	1	204	......	......	62	2,356
Salem	1	280	7	419	......	......	1	40	......	......	......	......	9	739
Tanjore	3	990	24	2,295	20	337	6	234	2	118	......	......	55	3,974
Trichinopoly	2	533	12	478	7	117	2	41	1	192	......	......	24	1,361
Coimbatore...	...	......	13	889	366	6,145	2	77	......	......	......	......	381	7,111
Madura	1	279	16	817	46	1,067	1	36	1	103	......	......	65	2,302
Tinnevelly	1	191	26	1,467	195	5,821	30	1,003	2	331	......	......	254	8,813
Malabar	2	774	14	1,068	1	50	1	34	1	266	......	......	19	2,192
South Canara	1	238	6	536	2	65	......	......	......	......	......	......	9	839
Total ...	31	8,030	280	17,976	985	19,510	75	3,425	11	1,619	4	558	1,386	51,118

N. B.—In all cases the colleges and Normal schools have been taken as single institutions. The number of female schools is considerably less than the number for last year. This arrises from better means being available than on former occasions for separating purely girls' schools from schools with a mixed attendance of boys and girls. Beside the 75 schools for females alone, there are 118 schools with a mixed attendance, the girls therein numbering 1,213.

10. Of the 51,118 pupils entered in the foregoing statements—

605	are Europeans.
3,228	„ East Indians.
7,275	„ Native Christians.
38,188	„ Hindus.
1,822	„ Mahomedans.
51,118	

Also, of the entire number, 4,638 are girls; of whom—

192	are Europeans.
1,131	„ East Indians.
2,212	„ Native Christians.
1,095	„ Hindus.
8	„ Mahomedans.
4,638	

Inspecting Agency.

11. The Inspecting Agency of the Department comprised the following officers on the 31st March 1867:—

Inspectors of Schools	5
Deputy Inspectors of Schools	16
Inspecting Schoolmasters	9
Superintendent of Hill Schools	1
Total ...	31

Summary of actual Expenditure.

13. Subjoined is a summary of the actual expenditure during the year under review:—

Charges.	Expenditure during 1866-67.					
	From Imperial Funds.			From Local Funds.		
	Rs.	A.	P.	Rs.	A.	P.
Direction and its Subsidiary Charges ...	30,949	0	3	......	...	...
Inspection and its Subsidiary Charges ...	92,546	5	4	......	...	...
Instruction (including all Educational Expenditure not coming under the above heads) ...	492,579	3	11	1,16,090	8	10
Total ...	6,16,074	9	6	1,16,090	8	10

The expenditure of the department was distributed under the following heads :—

		Rs. A. P.
From Imperial Revenue...	Charges in connection with the Office of the Director of Public Instruction ...	30,949 0 3
	Ditto with the Inspecting Agency	92,546 5 4
	Government colleges and schools	3,07,786 5 5
	Grants-in-aid charged to Imperial Revenue	1,21,271 14 5
	Grant to the Madras School Book Society	2,000 0 0
	Public Instruction Press ...	2,156 5 7
	Preparation and purchase of school books	34,730 2 11
	Central Book Depôt ...	4,548 0 0
	University of Madras ...	20,086 7 7
Educational Building Fund ...	Building grants to Government schools	75,978 4 10
School Fee Fund...	Charges in Government schools borne by school fees ...	40,042 4 0
Subscriptions, Donations, &c. ...	Ditto by donations and subscriptions	70 0 0
		7,32,165 2 4

	Rs. A. P.	
Deduct University fees paid to the credit of Government ...	8,185 0 0	
School fees ...	6,224 11 3	
Proceeds of sale of books ...	27,069 13 9	
		41,479 9 0
TOTAL ...		6,90,685 9 4

The total sum collected in fees was Rs. 56,862-9-11, out of which Rs. 8,185 was paid by candidates coming up to the University Examinations. There was a balance in hand at the close of the year of Rs. 2,410-9-8.

University.

14. In 1865-66 no changes were made in the rules relating to the several University Examinations.

Results of the Examinations to 31st March 1867.

15. The following statement exhibits the results of the various examinations held by the University of Madras, from the establishment of that body in 1857 to the close of last official year :—

Statement of Results of University Examinations from 1857 *to* 1867.

Years.		Number of Candidates examined.	Matriculation Examination. Passed. From Government Institutions.	Matriculation Examination. Passed. From Private Institutions.	Number of Candidates examined.	First Arts Examination. Passed. From Government Institutions.	First Arts Examination. Passed. From Private Institutions.	Number of Candidates examined.	Bachelor of Arts Examination. Passed. From Government Institutions.	Bachelor of Arts Examination. Passed. From Private Institutions.	Number of Candidates examined.	Bachelor of Civil Engineering Examination. Passed. From Government Institutions.	Bachelor of Civil Engineering Examination. Passed. From Private Institutions.	Number of Candidates examined.	Bachelor of Laws Examination. Passed. From Government Institutions.	Bachelor of Laws Examination. Passed. From Private Institutions.	Remarks.
1857-58	Sept. 1857 ...	41	29	7	No examination.			No examination.			No examination.			No examination.			Besides the results tabulated in the statement, a candidate obtained the Degree of M. D. in 1858-59, being the only one who has as yet taken a Degree in Medicine. Three other candidates have passed preliminary examinations in medicine.
	Feb. 1858 ...	79	11	7	Ditto.			2	...	2	Ditto.			Ditto.			
1858-59 ...	...	57	22	8	Ditto.			9	7	1	Ditto.			Ditto.			
1859-60 ...	...	52	23	0	Ditto.			10	2	3	Ditto.			4	1	...	
1860-61 ...	...	80	35	13	Ditto.			10	6	...	Ditto.			5	3	...	
1861-62 ...	...	195	49	33	Ditto.			6	5	...	Ditto.			5	2	2	
1862-63 ...	...	252	58	47	Ditto.			12	6	2	Ditto.			4	...	2	
1863-64 ...	...	390	93	50	82	19	4	21	10	1	6	1	...	10	2	...	
1864-65 ...	...	565	137	86	167	39	11	29	10	1	5	4	...	3	1	1	
1865-66 ...	...	555	120	109	214	53	23	8	6	...	...	...	...	2	2	...	
1866-67 ...	...	895	142	164	250	57	59	18	11	2	...	...	...	10	4	3	
Total ...		3,161	719	524	713	168	97	125	63	12	11	5	...	43	15	8	

16. The number of examinees at the late Matriculation Examination was 340, in excess of that, 555, for the year 1865-66. The whole of this large increase is not to be taken as measuring the advance of education; a considerable portion is no doubt due to the fact that the year under review was the last in which the original minimum of one-fourth of the total marks was to be accepted in the English language; hereafter no student will be allowed to pass who does not secure one-third of the aggregate marks in the above subject. Up to 1866-67, the number of Matriculated students from Government schools always exceeded that from private institutions. Last year, however, the latter class of schools got in advance of the former, while both presented an increase upon the previous year, that for private schools being about 50 per cent. In last year's Report, notice was taken of the increased action of the Matriculation test upon non-Government schools, and it was remarked that, while in 1864-65 the number of private schools which sent up successful candidates to the Matriculation Examination was 19, the number was 29 for 1865-66; for 1866-67 the number is 40, which indicates that the stimulus afforded by the examination is still operating with unabated force.

17. The First Examination in Arts is also extending its influence on private schools. In 1865-66 only 8 such institutions sent up successful candidates to this test; for the past year the number is 13. Comparing the number of youths passed at the First Arts Examination each year, with the number of Matriculated students for the immediately preceding year, it appears that in 1863-64 the ratio was 23 to 105; in 1864-65, 50 to 143; in 1865-66, 76 to 223; and in 1866-67, 116 to 229. Thus, while the figures show an increase for each year, the ratio, which formerly stood at about one-third, rose to one-half in the year under review.

18. The Examination for the Degree of Bachelor of Arts has not as yet operated upon more than one or two institutions; indeed, it may be said that hitherto the Presidency College has been the only quarter from which Bachelors of Arts have proceeded year after year. It may be anticipated, however, that this state of things will not continue; beside the provincial college at Combaconum, in which provision is now made for educating up to the Bachelor of Arts standard, the Central Institution of the Free Church of Scotland gives promise of sending up candidates for the Degree of Bachelor of Arts.

19. At the Bachelor of Laws Examination, out of 10 candidates 7 passed, being nearly one-third of the total number of graduates in the Faculty of Law. If the test to which last year's candidates were subjected was as severe as those of former years, the number of Bachelors for 1866-67 must be regarded as decidedly satisfactory.

Distribution of candidates according to their optional languages.

21. The number of candidates corresponding to each of the optional languages in the three examinations of the Faculty of Arts is shown beneath :—

Languages.	Matriculation Examination.		First Arts Examination.		Bachelor of Arts Examination.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Greek	1	1	...	...	...	...
Latin	66	21	21	11	1	1
Sanskrit	2	1	1	...	...	...
Tamil	455	146	142	61	11	7
Telugu	197	70	42	23	5	4
Malayalam	85	35	24	11	1	1
Canarese	65	24	18	10	...	...
Hindustani	24	8	2	...	...	...

Distribution of candidates according to the classes of the community.

22. The several classes of the community to which the candidates belong, are noted in the following table :—

Classes of the Community.	Matriculation Examination.		First Arts Examination.		Bachelor of Arts Examination.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Brahmins	448	157	142	68	11	7
Other Hindus	261	75	57	24	4	4
East Indians	53	21	19	12	...	...
Europeans	47	17	8	4	2	2
Mahomedans	22	7	2	...	...	...
Native Christians	64	29	22	8	1	...

Expenditure of the University.

23. The expenditure of the University during the past year is as follows :—

	Rs.	A.	P.
Establishment	3,872	0	0
Examiners for the Matriculation, First Arts, Bachelor of Arts, Bachelor of Laws, and preliminary Scientific Examination of the M. B. and C. M. Degree of July 1866	12,680	0	0
Stationery	339	0	0
Printing Charges	1,902	15	2
Furniture	66	8	0
Postage	792	8	0
Other contingent expenses	433	8	5
Total ...	20,086	7	7

The amount of fees received from candidates was Rs. 8,185.

Presidency College.
6 Professors.
7 English } Masters.
6 Vernacular }
285 General Branch } Pupils.
29 Legal Branch }

25. The satisfactory increase in the numerical strength of the senior department of the college between the years 1862-63 and 1865-66, was noted in last year's Report; for the year under review the increase is small, the total number being 89 against 81 for the preceding year. This is accounted for, partially if not entirely, by the advancement of the provincial school at Combaconum to the grade of a provincial college, and by the consequent retention in that institution of pupils who would otherwise have come up to the Presidency College to complete their education. No doubt ere long the provincial college will enter into a spirited competition with the institution at the presidency town; and thus there will be withdrawn from the latter an advantage it has hitherto enjoyed, that of receiving the best pupils of Tanjore, a district which the intelligence of the population renders a fertile source of promising students. Still though for a time, at least, the Presidency College will no doubt suffer by the establishment of a college at Combaconum, ultimately a generous rivalry between the two institutions must prove to the advantage of both.

27. The lists published by the University include, as belonging to the college, youths who were not actually in attendance when registered for examination, but had left some time previously: taking the more accurate, but less favorable figures furnished by the late Acting Principal, it appears that at the University Examinations, there passed from the institution 11 Bachelors of Arts, 5 Bachelors of Law, with 28 First Arts and 30 Matriculated students. These numbers all show increases over the corresponding ones of 1865-66, and the increases are particularly striking in regard to the graduates; also, while at the First Arts Examination of the previous year there were only 4 students placed in the first class, in the year lately closed, there were no fewer than 15. The results, too, of the ordinary college examinations in December 1866 were generally satisfactory. During the year two courses of lectures on Jurisprudence were delivered; at the close, 11 of the students underwent examination, and of these, 6 acquitted themselves fairly.

Medical College.
8 Professors.
4 Assistants.
116 Pupils.

29. As the working year of the Medical College extends from October to June inclusive, while the official year now terminates on the 31st March, it is not practicable here to review in a complete manner the progress of the above institution.

30. At the commencement of the session there were 8 students in the senior department, 50 in the second, and 63 in the junior; and on the 31st March last the numbers were 6 for the senior, 49 for the

second, and 61 for the junior department. It is to be remarked that the junior classes of the second and junior departments entered college at the beginning of the session 1866-67, with the advantage of having had one year's pre-collegiate hospital training.

Civil Engineering College.
9 Teachers.
96 Pupils.

32. At the close of the session in May 1867, the Civil Engineering College contained 96 students; of whom, 6 were in the first department, 58 in the second, and 32 in the special department, in which surveying and drawing and estimating are taught. Out of the whole number 19 were military.

34. The annual examination of the college was carried on from the 8th to the 21st May. Two of the students in the first department, who had completed the prescribed course, were passed as Assistant Engineers; of these, one answered rather poorly in Geometry and very unsatisfactorily in Mensuration: while the other acquitted himself fairly in all subjects. Of the 25 students forming the first class of the second department, 16 were passed as taluq overseers of the Madras Public Works Department, and 8 others for the minor test of the Bengal Public Works Department; while 1 member of the class was declared to have failed. In the case of some of the passed men the marks in certain subjects are very low. Of the two divisions of the second class, second department, the first is favorably reported upon and the second did not acquit itself satisfactorily. In the special department, 10 students obtained certificates in surveying, and 3 in drawing and estimating. Captain Edgcome notices that, as laid down in Government Order No. 240 of the 27th August 1866, he attempted to frame the course of study in the Special Survey Class, so as to meet the requirements of the Revenue Survey as well as those of the Public Works Department, but that it will take another session to attain the desired object. In addition to the ordinary subjects of study, a course of lectures on Geology was delivered in the college; to this course the public were admitted on payment, but few persons took advantage of the opportunity. The scholarship in the second department, founded by an officer of Engineers, was awarded to D. Rebello; a highly favorable report is made of the conduct and progress of this student during the past session.

Provincial College, Combaconum.
42 Pupils.

35. As already mentioned the provincial school at Combaconum was constituted a provincial college at the commencement of 1867. Since, however, the institution was practically only a provincial school during the year under review, two full years being required to allow it to work up to the Bachelor of Arts standard; it will be noticed on the present occasion along with the provincial schools at Bellary and Calicut. In the statement prescribed by the Government of India, the appropriate entries for the senior department of the college are given.

Attendance and expenditure of the several Government colleges, &c.

36. The following statement shows the attendance and expenditure of the several Government colleges, excluding the schools attached to them :—

		General Education.	Special Education.	Remarks.
		No.	No.	
Number of institutions		2	3	
Number on the rolls during 1866-67 (by monthly average)		114	42	The Legal Branch of the Presidency College has been reckoned as a separate institution.
Average daily attendance during 1866-67		116	37	
		Rs. A. P.	Rs. A. P.	
Total expenditure	From Imperial Funds ...	33,492 15 6	7,072 10 5	
	From Local Funds ...	2,876 15 4	......	

GOVERNMENT HIGHER CLASS SCHOOLS.

Provincial Schools.

Names of Schools.	Number of Masters.	Number of Pupils.
Combaconum ...	13	333
Bellary	8	267
Calicut	10	365
Total ...	31	965

37. The Combaconum Provincial School worked very satisfactorily during the past year under the Acting Head Master Mr. T. Gopal Row, B. A. Of the pupils, 13 passed the First Examination in Arts, 7 securing places in the first class; and 30 passed the Matriculation test, 2 being ranked in the first class, which was a remarkably small one, containing only 21 youths out of a total of 306. The inspection examination also gave creditable results. The success attending Bellary Provincial School in the University Examination was only moderate; 3 pupils passed the First Examination in Arts and [illegible] the Matriculation Examination.

Calicut Provincial School continues to have a large attendance, but the attainments of the scholars are not sufficiently high. Only 1 pupil passed the First Examination in Arts, being ranked about the middle of the second class; and 8 passed the Matriculation Examination, all in the second class.

38. During the early portion of the past year, the Berhampore Zillah School was without its Head Master, who was on leave; this circumstance, together with the distress and sickness which prevailed in the district of Ganjam, may be taken to account partially for the unsatisfactory progress of the school. Since the distress has been relieved, the attendance at the school has very much increased. The Rajahmundri Zillah School has not been inspected since October 1866, when it was only recovering from the effects of the cholera epidemic which prevailed at the station in July and August. During the prevalence of the disease, the master in charge of the school sent the Inspector almost daily reports of the attendance. On many days the number fell below 20, while at the previous inspection it had been 133; the school was not actually closed, but practically work was all but suspended during the above-mentioned months. As was to be anticipated, the report of the Inspector was rather unfavorable. At the Matriculation Examination, however, the school was one of the most successful of its grade: out of 8 pupils examined, 6 passed, 3 being placed in the first class, and the fourth boy standing at the head of the second class. From these results, and from the increased attendance, it may be concluded that, notwithstanding the injurious influences acting on the school in July and August, the assistant master in charge, N. Vyapuri Mudali, has carried on the work of the institution in a satisfactory manner. The Kurnool Zillah School has never yet attained the position it was intended to occupy. Last year the school suffered very severely from the epidemic fever which raged in the town; also the Head Master, Mr. Greathurst, who had discharged his duties in a pains-taking and conscientious manner, from the year 1861, was taken ill with cholera while teaching, and died in a few hours. The head mastership was vacant from the end of June to the beginning of November, when a trained teacher, previously in the service of the Church Missionary Society, was appointed to the post. In these circumstances it is not surprising that the report upon the institution by the late Acting Inspector of the second division was unfavorable. The school sent up two pupils to the Matriculation Examination; both youths failed. The Cuddapah Zillah School is not in a sufficiently advanced state. At inspection, the fifth or highest class did not acquit itself as well as was expected; of the members of the class, 2 attended the Matriculation Examination, but neither passed. With reference to the deficiencies both at Kurnool and at Cuddapah, it is to be remembered that education has made comparatively little progress in the districts. The zillah school at Cuddalore has been for some time in an unsatisfactory state; last year changes were made in the junior masterships, in order to strengthen the staff of teachers; but it has been found that the measures adopted are not sufficient to bring the school into an efficient

ZILLAH SCHOOLS.

NAMES OF SCHOOLS.	Number of Masters.	Number of Pupils.
Berhampore ...	7	179
Rajahmundri ...	8	196
Kurnool	5	83
Cuddapah	7	189
Cuddalore	11	189
Chittoor	8	341
Salem	8	280
Madura	9	279
Madrasa-i-Azam ...	13	323
TOTAL ...	76	2,059

condition, and regain for it the confidence of the inhabitants of the town. On the last occasion one pupil went up to the Matriculation Examination, and passed in the second class. The Madrasa-i-Azam has had considerable difficulties to contend against, and it must be allowed that, though it has made decided progress, it is still not in a sufficiently satisfactory state. At the Matriculation Examination, 12 scholars were tested and 5 passed; this result must be regarded as creditable. The Chittoor Zillah School made fair progress during the past year. Of 7 pupils who went up to the Matriculation test, 5 passed in the second class, the majority, however, taking rather low places. After reporting favorably of the school, the Inspector notices that, owing to the high estimation in which it is held, some extra prizes were given by native gentlemen residing in the town. The Salem Zillah School did not meet with much success at the late Matriculation Examination; of 12 students who went up to that test, only 2 passed, both in the second class. During the past year, however, the teaching staff of the institution was not as strong as it might have been; and this may, in part at least, be taken to account for the failure. The staff has now been strengthened by the appointment, as second master, of a Bachelor of Arts of the year, who underwent a short training as a teacher in the Madras Normal School before taking up his appointment. The examination of the school by the Inspector gave generally creditable results. The Madura Zillah School sent up no fewer than 16 candidates to the Matriculation Examination; of the number, 8 succeeded in passing. The results of the Inspector's examination were generally fair.

GOVERNMENT MIDDLE CLASS SCHOOLS.

Anglo-Vernacular Schools, 1st Division.

NAMES OF SCHOOLS.	Number of Masters.	Number of Pupils.
Chicacole	5	143
Bimlipatam ...	4	83
Elur	4	53
TOTAL ...	13	279

46. Omitting the Practising School of the Vizagapatam Normal School, there are three Government schools of the Anglo-Vernacular grade in the first division. Of these, the school at Chicacole has gained greatly in numbers during the past year, but the increase attaches mainly to the lower classes. The results of inspection were generally satisfactory; but the Acting Inspector remarks that "he was not much pleased with the progress of either the third or the fourth class in English." The schools at Bimlipatam and Elur have also made satisfactory progress.

Taluq Schools, 1st Division.

DISTRICT.	Schools.	Masters.	Pupils.
Ganjam ...	5	10	122
Vizagapatam ...	5	12	181
Godavery ...	2	5	117
Kristna ...	1	2	16
TOTAL ...	13	29	436

47. The number of taluq schools in the first division, on the 31st March 1867, showed an increase of one upon that for 1865-66; this was due to the conversion of the tehsil school at Viravasaram, in the Godavery district, into a taluq school.

48. At the commencement of the year under review there were three Anglo-Vernacular schools in the second division; of these, the one at Penakondah which had been in a languishing state for some time, was closed on the 31st July 1866. The school at Anantipur is in a satisfactory condition as regards both attendance and standard; that at Adoni, while reported on favorably with reference to the progress of the pupils, does not show an attendance at all commensurate with the population of the place.

Anglo-Vernacular Schools, 2nd Division.

Names of Schools.	Number of Masters.	Number of Pupils.
Anantipur ...	3	81
Adoni	2	41
Total ...	5	122

49. The Anglo-Vernacular School for Mussulman boys at Myalapore has made tolerable progress. In the course of the year the discipline of the school was found to be defective; and the head master was warned that he would be removed if he failed to exercise proper control over the pupils. Doubtless Mussulman youths require more careful management than Hindu ones: while, generally, the former display far less eagerness for information, they also evince less readiness to yield obedience to the orders of the teacher; these evils are moreover heightened in many cases by the comparatively advanced years at which Musulman boys commence their studies.

Anglo-Vernacular School, 3rd Division.

Name of School.	Number of Masters.	Number of Pupils.
Mylapore	3	78

50. Of the taluq schools in the third division, those of the Madras district show a diminished aggregate attendance compared with 1865-66, while the schools in South Arcot have an increased number of scholars; on the whole, the attendance has improved. During the past year several of the schools were placed under fresh head masters, who are, in general, decidedly superior to their predecessors.

Taluq Schools, 3rd Division.

District.	Number of Schools.	Number of Masters.	Number of Pupils.
Madras District ...	5	15	307
South Arcot ...	9	18	506
Total ...	14	33	813

51. The three Anglo-Vernacular schools in the fourth division are all reported on favorably.

Anglo-Vernacular Schools, 4th Division.

Names of Schools.	Number of Masters.	Number of Pupils.
Wallajapettah ...	8	211
Tripatore... ...	5	111
Mayaveram ...	7	176
Total ...	20	498

Taluq Schools, 4th Division.

District.	Number of Schools.	Number of Masters.	Number of Pupils.
North Arcot ...	4	14	325
Salem	4	13	240
Trichinopoly ...	1	3	123
Tanjore	5	18	406
Total ...	14	48	1,094

52. The taluq schools of the division are, in general, in a satisfactory condition. At Nagpore, however, both the standard and the attendance are decidedly too low. The Inspector reports an improvement in the schools of North Arcot, which he remarks were not in an efficient state when the district was transferred to him.

Taluq Schools, 5th Division.

District.	Number of Schools.	Number of Masters.	Number of Pupils.
Coimbatore ...	6	20	353
Madura	2	7	155
Total ...	8	27	508

53. The attendance at the taluq schools in the fifth division has decreased considerably, notwithstanding that the staff of teachers has been strengthened. The schools in Coimbatore were last inspected in July 1866, when they were found to be working satisfactorily.

Anglo-Vernacular School, Malabar and Canara.

Malabar and Canara	Number of Masters.	Number of Pupils.
Chowghaut	2	41

54. The only Anglo-Vernacular school in the Sub-division of Malabar and South Canara is the one at Chowghaut; and neither in attendance nor standard is it in a satisfactory state. The institution made some progress in 1866, but the advance was checked by an outbreak of small-pox.

55. The two taluq schools in Malabar have increased considerably in numerical strength; and the report on the knowledge of the pupils is satisfactory in nearly every subject. The schools in South Canara are gererally in a creditable state: on the whole, the attendance has risen, though at Udapi there has been in this respect a falling off, which is attributed to a change lately made in the head master and to the opening of the new Government school at Mangalore.

Taluq Schools, Malabar and Canara.

District.	Number of Schools.	Number of Masters.	Number of Pupils.
Malabar	2	5	156
South Canara ...	4	9	192
Total ...	6	14	348

Government Schools of the lower class.

56. The hill schools of Gumsur were examined by the Acting Inspector of the first division in March last; for the last two or three years, though visited by the Deputy Inspector of the district, circumstances unfortunately prevented their being examined by the

Inspector. In June 1866, owing to the ravages of cholera, there was a panic among the children, and they could not be got to attend the classes.

57. The Vizagapatam Normal School was not successful last year at either the First Examination in Arts or the Examination for Certificates of the fourth and fifth grades; for the former, indeed, the strength of its teaching staff is scarcely adequate. At the First Examination in Arts, 3 pupils offered themselves but failed: at the Certificate Examination, 8 pupils presented themselves for a fourth grade, and 4 for a fifth grade certificate, but only 2 were successful, both obtaining fifth grade certificates. The Matriculation Examination afforded much better results: 9 students underwent this test, and 6 succeeded in passing; all, however, being placed in the second class. The Normal Class at Narsapur was not inspected by either Mr. Bowers or Mr. Grigg in the year under review; but so far as examinations afford means of judging, the work of the class was not sufficiently satisfactory; only 1 student obtained a certificate, and that of the fifth grade. In the course of the year 7 students were posted to schools. The distress in Ganjam, as might be expected, greatly affected the Russelconda Normal Class; the pupils quitted the school and returned to their villages, asserting that they could not exist upon their stipends.

Government Normal Schools.

NAMES OF SCHOOLS.	Number of Masters.	Number of Pupils.
Normal School, Vizagapatam ...	3	116
Normal Class, Narsapur	2	13
TOTAL ...	5	129

58. For some time past the working of the Madras Normal School has been unsatisfactory. I entertained a hope that, in the course of the year now closed, such improvements would be made in the instruction and discipline of the school as would restore it to the position it formerly occupied; unfortunately however, the institution rather retrograded than advanced, and it became absolutely necessary to place it under fresh management. Adopting the results furnished by the University, it would appear that 43 youths from the Normal school attended the Matriculation, and 16 the First Arts Examination, and that 11 passed the former, and 6 the latter test. These figures are decidedly unsatisfactory; but the deficiencies of the school are not evidenced so much in the general education of the students, which, to a great extent, is obtained in other institutions, as in their special training for the profession of a schoolmaster.

Normal School, Madras.
12 Masters.
61 Pupils, Normal Class.
215 Do., Practising School.

59. The Normal School at Trichinopoly acquitted itself very creditably in 1866-67. In the Certificate Examination the students answered decidedly well; all but 3 of those examined, 20 in number, succeeded in passing, 7 obtaining certificates of the fourth, and 10 certificates of the fifth grade. Also 3 of the pupils passed the Matricu-

Normal School, Trichinopoly.
4 Masters.
21 Pupils, Normal Class.
171 Do., Practising School.

lation Examination; recollecting that the preparation for this test is not allowed to interfere with the proper work of the school, the success of the lads is very creditable to them and to their masters. In the course of the year, 8 students were sent out to fill masterships in schools.

Normal School, Vellore.
5 Masters.
22 Pupils, Normal Class.
182 Do., Practising School.

60. The Normal School at Vellore, though not presenting as satisfactory results as that at Trichinopoly, has been conducted in a careful and systematic manner, and great attention has been paid to the professional training of the scholars. The school sent up altogether 14 candidates to the last Certificate Examination; of this number, 7 passed, 2 for the fourth, and 5 for the fith grade; 5 others being found qualified only for a fifth grade certificate, which was already possessed by them. The appointments made from the school in the year were only 3 in number.

Normal School, Cannanore.
6 Masters.
27 Pupils, Normal Class.
239 Do. Practising School.

61. The Cannanore Normal School has never had the benefit of its head master's whole time, as Mr. Garthwaite has had to discharge Inspectorial duties as well as those of a head master; this must be taken into account in judging of the work of the school. Last year the institution was more unfortunately situated than it had ever been previously. Not only was the pressure of extra work peculiarly heavy on Mr. Garthwaite, among other reasons in consequence of the establishment of rate schools and of the Mangalore Provincial School; but unfortunately, when he was able to give his attention to the Normal school, the second master was compelled by ill-health to go on leave of absence. Notwithstanding these obstacles to progress, the Normal school must be regarded as having afforded creditable results. Of 13 pupils who attended the Certificate Examination, 8 passed, and of 15 who went up from either the Normal Classes, or the practising School, to the Matriculation test, 7 were successful. The school sent out 9 students to fill masterships during the year.

Examination for Teachers' Certificates.

62. In the early part of August 1866 an examination for Teachers' Certificates was held at 32 different stations. The total number of candidate masters was 667; of these, 194 sought a certificate of the fourth grade, 415 one of the fifth grade, and 58 aimed at supplementing University Examinations with a test in Method. Only 189 masters succeeded in passing, 34 securing a certificate of the fourth grade, 115 one of the fifth grade, and 40 having credit given them for the test in Method. The candidate mistresses were 63 in number, 9 offering themselves for the second, and 54 for the third, grade. Of the higher grade candidates, 2 succeeded, and 20 passed for the lower grade.

63. Several of the candidate masters of the fourth and fifth grades came up, not merely with defective knowledge, but with scarcely any

preparation at all. This year measures have been adopted with the view of preventing the needless trouble caused by unprepared candidates offering themselves for examination. As, however, no fee is demanded of candidates, (and for the present I doubt the advisability of demanding one, though the step has been recommended by Educational officers of experience,) and persons not actually teachers must, in some instances at least, be admitted to the test, it is to be expected, notwithstanding the precautionary measures adopted, that the number of unqualified candidates at a Certificate Examination will be somewhat large.

65. The subjoined list gives the number of candidates, both examined and passed, for the several examination stations. It will be observed that, while no master passed for the district of Cuddapah, Ganjam, Kurnool and Salem had, each, only one successful candidate. Of the passed mistresses, 7 belonged to Madras, and 15 to Tinnevelly :—

CANDIDATE MASTERS.								CANDIDATE MISTRESSES.						
NUMBER THAT APPLIED TO BE EXAMINED.				NUMBER PASSED.				NUMBER THAT APPLIED TO BE EXAMINED.				NUMBER PASSED.		
Fourth Grade.	Fifth Grade.	In Method and Teaching Power.	TOTAL.	Fourth Grade.	Fifth Grade.	In Method and Teaching Power.	TOTAL.	First Grade.	Second Grade.	Third Class.	TOTAL.	Second Grade.	Third Grade.	TOTAL.
194	415	58	667	34	115	40	189	...	9	54	63	2	20	22

67. No change occurred in the general working of the School of Industrial Arts during the past year. Among the photographs taken were some of members of the different hill tribes on the Neilgherries; casts were also made of the hands and feet of individuals of these races. Selections from the photographs and casts were sent to the Paris and other Exhibitions, and to several Schools of Art. The senior teacher at the school obtained a lucrative situation at the Madras Mint; and some 7 or 8 pupils have been sent forth as instructors to different Schools of Art, beside others who have obtained employment elsewhere. At the close of 1866 the Superintendent made a tour, visiting Bombay, Jeypore, Agra and Calcutta, with a view to confer with the managers of the Schools of Art at the above towns and others on the line of route, and to offer advice upon the conduct of the schools in the establishment of which he had been consulted. Government have been pleased to sanction the publication of a pamphlet containing the addresses and letters of Dr. Hunter to the various schools; besides serving as a species of report upon the Superintendent's tour, the pamphlet will no doubt prove of interest to the different Schools of Art, and help to foster a feeling of union among them. Omitting

School of Industrial Arts, 270 pupils.

the Superintendent's salary, the receipts of the school during 1866-67 were as follow :—

	Rs. A. P.
Government allowance	6,600 0 0
Pupils' fees	77 8 0
Value of work executed	9,052 11 1
Scholarships	385 0 0
TOTAL ...	16,115 3 1

The value of the work executed is considerably larger than that for 1865-66; but Dr. Hunter states that there is difficulty in getting payment for the articles manufactured.

The following statement shows the number of Government schools, with their classification, attendance, and expenditure during the year :—

DESCRIPTION OF INSTITUTION.		Number of Institutions.	Number on the Rolls during 1866-67, (Monthly average.	Average daily attendance during 1866-67.	TOTAL EXPENDITURE. From Imperial Funds.	TOTAL EXPENDITURE. From Local Funds.
					Rs. A. P.	Rs. A. P.
Number of Institutions	Schools of the higher class	*14	3,342	2,895	89,768 4 9	18,711 3 0
	Ditto middle ,,	68	4,216	3,707	35,358 8 11	10,282 9 10
	Ditto lower ,,	14	484	331	2,286 7 0	......
	Female Schools	......	......	......	......	......
	Normal ,, ...	6	1,007	969	48,627 2 6	4,359 7 10
	Other ,, for Special Education	†4	551	370	91,180 4 4	3,882 0 0
	TOTAL ...	106	9,600	8,272	2,67,220 11 6	‡37,235 4 8

68. There is necessarily difficulty in deciding upon the private institutions which deserve to be ranked among schools of the higher class. In some instances the views taken by the Inspectors are not those which have been followed in drawing up the tabular statements attached to this report. In order that a school may be entitled to a place in the higher class, it should have a staff of teachers adequate to the education of youths up to the Matriculation standard; and it should also, as a general rule, have passed some pupils at the Matriculation Examinations; moreover, a Matriculated student or two, produced by a sort of spasmodic effort, however creditable such a result may be to the teacher, will not afford sufficient ground for reckoning a school in the higher class. As regards Government schools, it may be mentioned, the course adopted has been to rank all zillah schools and more advanced institutions in the higher grade, anglo-vernacular and taluq schools being counted in the middle class.

Remarks on the classification of Schools.

* Inclusive of the School Departments of the Presidency and Combaconum Colleges.

† Inclusive of the School Departments of the Medical and Civil Engineering Colleges.

‡ Exclusive of Building Grants.

Private schools, 1st division.

69. The Hindu School at Vizagapatam, though its attendance has been somewhat affected by the opening of the Practising School attached to the Normal School at that town is in a satisfactory condition. Two of the students passed the late Matriculation Examination. The Hindu School at Masulipatam has been unfortunate, it losing its European Head Master; it has also suffered from dissensions amongst its supporters. Still the Inspector's report is tolerably favorable, and 3 of the pupils succeeded at the Matriculation Examination. The Church Missionary Society's School at Masulipatam has its classes better arranged than formerly; and the number of teachers, which was too great, has been reduced. Taking the University lists, the institution had very good success in the late examinations, passing 3 students at the First Examination in Arts, and 7 at the Matriculation test. While the above are the only schools which can at present be classed in the higher grade, 4 others, namely, the Central School at Narsapur, the Hindu School at Coconada, the Church Missionary School at Elur, and the Samasthanam School at Vizianagram, are not very far below the standard of that grade. It appears that the Maharajah of Vizianagram desires to raise very considerably the standing of the Samasthanam School; and that, pending the completion of the arrangements necessary for this propose, he proposes to found some scholarships to encourage natives of the Northern Circars to prosecute their studies at the Presidency College up to the points necessary to secure the Degrees of Bachelor of Arts and Bachelor of Laws. Of the zemindaree schools, those at Juggempettah, Pittapur, and Mandasa are reported on favorably; and it is satisfactory to find that the respective zemindars take much interest in the schools. The Bobili Zemindari School is not well conducted; and it seems that the zemindar and his dewan do not properly appreciate the value of education. Regarding the Godaveri Rate schools, the Acting Inspector makes the following observations, which are in general accordance with the views expressed by Mr. Bowers:—"I am not as yet prepared to pronounce a decided opinion on all the causes of the low condition of these schools, which have been declining ever since the Act was brought into operation in October 1864; yet I do not hesitate to name, as the chief, the indifference and often irregular conduct of the Commissioners. The natural consequence has been laxity of discipline and even contempt for the masters. The Commissioners, usually the village officers, freed from the control of the only authority they respect or fear, do much as they would, were they left unchecked in their ordinary revenue or police duties. There can be little doubt that, if a free voice were allowed, in several villages a majority would elect the discontinuance of their schools." A special report upon the schools will be submitted to Government at an early date.

Private Schools, 2nd Division.

70. The most advanced private school in the second division appears to be that under the management of the free Church of Scotland's Mission at Nellore. The attendance here has increased considerably, and a Matriculation Class is at work; also 2 or 3 boys from the institution

have already succeeded in passing the Matriculation test. The Educational Act has been put in force in 9 places in the division; but the Inspector has not had time to satisfy himself as to the way in which it works.

Private Schools, 3rd Division.

71. The Central School of the Free Church of Scotland's Mission has taken a long stride in advance, and now appears to hold the foremost rank among the private schools in the 3rd division. At the First Examination in Arts, 18 of the successful candidates are entered in the University lists as belonging to the institution, also 10 of those who succeeded in passing the Matriculation test are put down as proceeding from the Central School. The numerical strength of the school, including all departments, is greater than that of any other institution in the presidency. The Doveton Protestant College, the Wesleyan School at Royapettah, and Bishop Corrie's Grammar School are in a satisfactory condition; the attendance, however, at the last-named institution, somewhat declined during the year. According to the University lists, 6 passed candidates at the Matriculation, and the same number at the First Arts Examination, proceeded from the Doveton College; 4 at the Matriculation, and 2 at the First Arts, from the Wesleyan School; and 3 at the Matriculation; and 2 at the First Arts, from Bishop Corrie's School. The Gospel Society's School at Vepery suffered last year by the death of one of its teachers, and the departure of another; allowance must, therefore, be made for the institution. Two Matriculated students appear to have proceeded from the school. The Saidapett Rate School, which is of a higher order than most of the schools established under the Education Act, and is intended to educate up to the Matriculation standard, has worked satisfactorily during the past year. Last year 11 boys went up to the Matriculation Examination, but only 2 succeeded in passing. A building grant of Rs. 3,170 has been sanctioned on account of the school. Of the 9 rate schools established in South Arcot, 7 are reported on tolerably favorably, though in many cases the Commissioners appointed are not able to do much more than attend to the levy of the cess. Mr. Fowler says that, if the instruction in the schools is to be efficient, "Government must be prepared to increase the staff of Inspecting School Masters."

Private Schools, 4th Division.

72. In the fourth division the Gospel Society's High School at Tanjore continues to hold the first place among private schools. The results at inspection were satisfactory; also 2 of the students passed the First Examination in Arts, and 8 the Matriculation test. Several other schools are doing good work of a tolerably high order: the chief of these are the Gospel Socitey's Schools at Trichinopoly and Vediapuram, the Wesleyan Mission schools at Negapatam and Trichinopoly, and the Jesuit's College at Negapatam. The system of improving village schools has received further development in North Arcot, and the results obtained appear to be decidedly satisfactory.

73. In the fifth division the private schools which have reached the highest standard are those at Palamcotta, Tinnevelly, and Coimbatore. Only the school at Palamcotta has been ranked among schools of the higher class in the tabular statements of this report; but it may be expected that the schools at Tinnevelly and Coimbatore will, by their work in 1867-68, entitle themselves to admission into that class. The teaching staff of both institutions has been strengthened; a Bachelor of Arts of the University of Madras has lately been appointed to the Coimbatore School, as a master of the same grade was placed at the head of the school at Tinnevelly in 1865-66. The rate schools in Coimbatore are in several cases not in a satisfactory condition; in some instances this appears to be the consequence of the unfitness of the Commissioners for the work they are expected to perform; in others, it seems doubtful if the people ever really wished for the schools. A report upon the subject is now before Government. Additional village schools have been brought under improvement in Coimbatore and Madura; and the progress made in the former district is certainly satisfactory. The Boarding schools of the Church Missionary and Gospel Societies in Tinnevelly were all inspected by Mr. Marden, who found them in an efficient state.

Private Schools, 5th Division.

74. The Ootacamund Lawrence Asylums have had the number of their inmates somewhat increased; the general working of the institutions has proceeded much the same as in the previous year. The receipts from all sources in 1866-67 were Rs. 59,920-0-7, and the expenditure amounted to Rs. 58,315-12-1: the average cost of each child, taking every thing into account, was Rs. 343-0-6. The public still appear not to appreciate the asylums, and very trifling assistance has been obtained towards their support by means of subscriptions and donations during the past year. The Committee remark that there is increasing difficulty in providing employment for the lads when educated; in connexion with this point, it is to be noticed that arrangements are being made to establish a class to teach Telegraphy at the Male Asylum, with a view to the lads, when instructed, entering the Telegraph Department.

75. Of the private schools in the sub-division of Malabar and South Canara, the one which promises to be of the most importance is the rate school established at Palghaut in the course of last year. The cess leviable is upwards of Rs. 7,000 per annum; and as this sum is supplemented by Government grants there ought not to be much difficulty in securing a staff of masters capable of making the institution taking rank with the best of the zillah schools of the presidency, and perhaps ultimately with the provincial schools. To attain such a position, a superior head master is requisite; at present the school is placed under the second master, who matriculated at the University of Madras in 1864. The working of the institution, during the brief period of its existence, appears to have been satisfactory, so far as the instruction of the classes is concerned. The Commissioners, however, have not conducted the duties

Private Schools in the Sub-division of Malabar and South Canara.

entrusted to them in a regular and appropriate manner: it is to be hoped that hereafter they will show themselves more amenable to advice than has hitherto been the case. In a rate school where a few men have the control of tolerably large funds levied from the community, and where the members of that community are generally too ignorant to allow of a public opinion being formed so as to exercise a check upon the Commissioners, there is clearly danger that the expenditure may be conducted upon a somewhat lavish scale. On two or three occasions I have felt it right to hold out warnings on this point; and especially in the case of the Palghaut School, I considered it necessary to request the Deputy Inspector of the Sub-division to guard against unnecessary expenditure being incurred. The other rate schools are favorably reported on; and it is particularly satisfactory to learn that, in most instances, the Commissioners are becoming more efficient in the discharge of their duties. The Mulki Rate School is the first of its class on the Western Coast which has succeeded in passing a student at the Matriculation Examination; and what renders the circumstance more gratifying is that the youth received the whole of his education in the institution. The progress of the Tellicherry Anglo-Vernacular School, under the German Lutheran Mission, has not been satisfactory; it seems not improbable that the connexion between Government and the Mission will have to be broken. The Cochin Boys' School is doing fair work; but, unfortunately, owing to commercial depression, the local support given to the school has much diminished. The school under the Christian brothers at Cannanore has been tested according to the system of "payment on results," and, since the close of the official year, a grant of Rs. 200 has been sanctioned for the institution.

The following statement shows the number of private schools, with their classification, attendance, and expenditure during the year :—

Description of Institution.	Number of Institutions.	Number on the Rolls during 1866-67 (Monthly average).	Average daily attendance during 1866-67.	Total Expenditure.	
				Grants-in-aid given by Government.	Expenditure from all sources other than Grants-in-aid by Government.
				Rs. A. P.	Rs. A. P.
Colleges	1	151	142	4,845 5 8	18,015 4 8
Schools. Higher Class	16	3,910	3,782	34,051 15 1	85,265 4 5
Schools. Middle Class	212	13,268	11,404	54,037 2 11	1,58,865 1 8
Schools. Lower Class	971	18,027	10,564	17,118 7 0	26,634 10 7
Schools. Female Schools	75	3,109	3,018	4,947 10 5	33,692 5 5
Schools. Normal Schools	5	616	461	6,271 5 4	19,383 4 10
Schools. Other Schools for Special Education	....	....	......	....	....
Total ...	1,280	39,081	29,371	1,21,271 14 5	3,41,855 15 7

Grants-in-Aid.

77. In comparing the expenditure of the year lately closed with that of any previous year, it must be recollected that the past official year comprised only eleven months, and that therefore the expenditure on grants

should be increased by one-eleventh before it is put in comparison. For 1865-66 the aggregrate of the grants referred to was Rs. 1,16,876; for the official year 1866-67 the amount was Rs. 1,21,271, and the proportional sum for twelve months may be taken at Rs. 1,32,295, which exceeds the expenditure for 1865-66 by Rs. 15,419.

Army Schools.

78. In the course of the year, the Inspectors examined 49 Army Schools, containing 1,915 pupils. Copies of the Inspectors' Reports were in due course submitted to His Excellency the Commander-in-Chief for his information. The schools are not included in the statistical tables of this Report. Towards the close of 1866-67, an officer of Artillery was appointed Superintendent of Army schools. This step has relieved the Inspectors of the Educational Department from the work of examining and reporting on British Army Schools; but Native Regimental schools are, by order of Government, Military Department, No. 1198 of the 2nd April 1867, to continue to be reported on by the Inspectors, pending the reorganization of the schools on an efficient system, and the appointment of an Assistant to the Superintendent of Army Schools.

Change in the system of conducting Inspections.

79. Owing to the extension of education, and the consequent increase in the work of inspection, it became necessary to modify the way in which Inspectors of Schools should conduct their examinations. After consulting the Inspectors upon the subject, a set of instructions was, with the approval of Government, issued by me in an official letter No. 2200 of the 20th October 1866. A considerable reduction in the work of inspection is effected by allowing the examinations of the University to take the place of those formerly held by the Inspectors; this lessens the labour in regard to the senior classes of schools. At the same time, an Inspector is not required to examine the lowest class in a school, but merely to sit with it and form an opinion of the way in which it is taught. Also in private schools other expedients are adopted to lighten the burden of inspection. Generally Government schools are to be examined in a more searching manner than private ones, the Inspectors being regarded as the managers of the former, while their duty, with reference to the latter, is limited to the obtaining of a satisfactory insight into the condition of the classes, and the forming of a judgment as to whether such grants as may be given are fairly earned.

Female Education.

80. In the course of the year under review, the question of female education received much discussion among the more enlightened Hindus at the presidency town. The subject has naturally, for many years past, engaged the attention of educated Natives; but omitting the establishment of a few schools, in which elementary instruction is conveyed to girls of a tender age by male teachers, the result has been rather in words than in acts. A stimulus was afforded in connection with the subject by a visit from Miss Carpenter, whose philanthropic exertions in

England to improve the more neglected sections of the community are well known. At several meetings in which this lady took part, the following points were debated—(1) whether the time had arrived for Government to take a direct share in female education; and (2), if so, what is the direct work which it is advisable Government should undertake. In the discussions, very conflicting views were put forward. It appeared, however, that the general feeling was that, at any rate, Government should not do more than establish a Normal School for training female teachers. Even action to this extent, which is what Miss Carpenter advocates, would involve tolerably heavy expenditure according to that lady's scheme; while it is almost certain that, for some time to come, the results obtained would be very small. The subject is still under consideration.

Book Depôt.

81. In 1866-67, the Budget provision for the purchase and printing of books was Rs. 24,148, and the whole of this sum was placed at the disposal of the Director of Public Instruction in the Madras Bank. The actual expenditure was Rs. 34,730-2-11. The excess of expenditure over the Budget provision is accounted for by a sum remaining at the Director's disposal at the close of the previous official year. The number of books sold in the year was 74,220, and their value was Rs. 27,069-13-9.

82. The following is a statement of the several works printed for the Educational Department during the past year:—

Name of Book.	Language.	Number of Copies.	Remarks.
Clift's First Geography	Tamil ...	3,000	Re-print.
First Book of Lessons	Ditto ...	10,000	Ditto.
Pope's Second Grammar	Ditto ...	4,000	Ditto.
Brief Sketches of Asia	Ditto ...	3,000	Ditto.
Ditto Ditto	Telugu ...	2,000	Ditto.
Ditto Europe	Ditto ...	1,500	Ditto.
Brown's Telugu Reader, and Lexicon, Vols. I & III.	Ditto ...	600	Ditto.
Ditto Ditto Vol. II. ...	Ditto ...	600	Ditto.
Morris' History of India	Ditto ...	3,000	Ditto.
Selections from Vemana	Ditto ...	1,000	Ditto.
Seshaiya's Grammar	Ditto ...	3,000	Ditto.
First Book of Lessons	Ditto ...	3,000	Ditto.
Morris' History of India	Canarese ...	1,000	Ditto.
Ditto England	Ditto ...	1,000	Ditto.
Second Book of Lessons	Ditto ...	1,500	Ditto.
Third Book of Lessons	Ditto ...	1,000	Ditto.
School Grammar...	Ditto ...	2,000	Ditto.
Old Canarese Grammar	Ditto ...	1,000	Ditto.
Colenso's Arithmetic, Vol. II.	Ditto ...	500	Ditto.
Answers to the Examples	Ditto ...	500	Ditto.
Gulistan	Persian ...	100	New publication.

EXTRACTS FROM THE REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION IN THE NORTH-WESTERN PROVINCES FOR THE YEAR 1866-67.

SECTION I.

Controlling Agency.

Director ...	... 1
Inspectors ...	... 3
Assistant Inspectors	... 5
Deputy Inspectors	... 30
Sub-Deputy Inspectors	... 67

2. This is shown in the table placed in the margin, and, being the same as that employed in 1865-66, calls for no remark.

3. Early in the year a memorial, purporting to come from the landholders of Aligurh, was received by His Honor; the substance of their petition being a claim to have a voice in the administration of the funds they themselves contributed, and suggesting the creation of a Local Committee for managing "all matters connected with the business of education." It was proposed in this petition that the said Committee should consist of "Educational officers and the district landholders and gentlemen, presided over by the Collector of the district."

His Honor's orders in reply declined to admit the claim of the petitioners, but hailed the movement with satisfaction, as a sign of willingness on the part of the Native gentry of the district to use their influence for good, and it was decided to try the experiment of establishing Local Committees. Effect has been given to this determination by the Resolution of Government, No. 1043A, dated March 30th, 1867, which orders the establishment of District Educational Committees.

4. The expenditure on the controlling agency, in its twofold character of "Direction" and "Inspection," is contrasted with that under the head "Instruction" in the following Schedule, which is as accurate under the circumstances as I can make it:—

Charges.	Imperial.	Local.
	Rs. A. P.	Rs. A. P.
Direction	35,906 9 2	......
Inspection	1,42,392 10 7	......
Instruction	5,95,710 0 11	4,57,286 4 6
Total	7,74,009 4 8	4,57,286 4 6

The proportions of expenditure are therefore nearly as follow:—2·9 : 11·6 : 85·5;—last year they were 2·9 : 12·3 : 84·8;—in 1862-63 they stood at 5·24 : 18·06 : 76·7.

5. A very important item under the Imperial charges for "Instruction" is the amount spent on school accommodation. This was Rs. 59,584-12-3 for the year. The expenditure for the past three years under this head has had great influence for good on the future character of the schools: it has paved the way for the establishment of a better class of schools at the *sadr* stations of districts, where, had no schools been built, such an advance would have been thrown back a year or two. In many cases the building of a good school-house has been the reform or renovation of the school itself, and in others the town has received a lasting ornament in what is perhaps the only *pucca* building for miles round.

6. Of local funds, the cess needs no special description: it will be advantageously succeeded by the new settlement allotment, and this may be expended under the orders of the Presidents of the Local Committees, it being most undesirable that officers whose main business is the inspection of the schools should be in any way hampered by office work of a financial character. On the other hand, it may be said that the position of Paymaster gives great authority to an Inspector over the schoolmasters. I regard this as a point of little consequence, so long as the Committees do their duty with impartiality, and so long as the Native idea of "*parwarish*" is not allowed to influence the dealings of *zemindars* and others on the Committee in the case of the apppointments of the teachers.

7. With regard to the fees paid for education generally, the amount is too small; but a great advance has been made in the upper institutions, and the example will be extended throughout all classes of schools by degrees. The people have been long under the idea that they are doing the Government a favor by sending their children to school, or that they are personally obliging some particular officer by contributions to educational progress, and the consequence is that they expect fees to be remitted. It was a mistaken policy at first, perhaps, to give a high class education gratis by way of attracting scholars, and it was so in this special way, more than in any other, that the classes who took to education were not those whom we wished to benefit. But the mistake is being gradually corrected, and the zillah schools now in course of establishment require a scale of fees higher than was formerly levied in the infant colleges. In the last few years the fees have been trebled in the colleges, and I am of opinion that a better class of students is attracted. Yet it will be long before any upper class institution can attempt to pay its own way,—indeed, this will probably never be the case until the spread of education enables the native public to dispense with the expense of European tutors. In the mean time, by giving education a high tone, and taking a high standard by employing gentlemen of first-class European education, we are silently laying the foundation of this most desirable result. Year by year, as Native students pass the B. A. and M. A. Examinations of the Calcutta University, the possibility of finding Native professors and Native head masters becomes more and more practicable, and in process of time I conceive it will be most certainly my duty to lessen the cost of education by employing Native talent, instead of European. At present I desire no change in the system which maintains expensive Government

colleges, because, for the above reasons, I am of opinion that the end desired by persons who cavil at the burden thereby imposed on the State finances will be most surely arrived at by the existing arrangements, always provided the notion of "cheapening" education by taking no fees is laid aside as worthless. The chief noticeable present effect of raising the fees has been to give the Principals an opportunity of adding largely to the general means of moral improvement, by enabling the students to take to athletic exercises, and providing matters of comfort and recreation, which the cost of establishment, as paid by the Government, does not include.

8. With regard to fees paid for Vernacular education, the same arguments for increase cannot be applied. Vernacular education, in Tahsili schools at the rate now sanctioned costs the State Rs. 24,768 annually in the three major circles. At this outlay a school is maintained in each of 172 tahsildaries, and if the average attendance be rated at 60 boys per school, the annual expense of educating each boy is less than Rs. 2½, exclusive of inspection—an advantage cheaply purchased by the Government, if only the moral benefit to the population in the closing of the indigenous schools and their text-books be considered. The fees levied in these schools are as high as is desirable, and may be roughly calculated at 2 annas a boy. The sum is not of insignificant amount as a set-off to the State expenditure, and is moreover a most useful adjunct to the finances of the schools, and gives the means of furnishing the schools, providing extra teaching where needful, and generally of adding to the efficiency of the system by enabling the Inspector to reward merit. In pursuance of His Honor's orders, I have recently made a general enquiry into the manner in which the fees collected are disbursed. The following, from the Officating Inspector of the 1st Circle, explains the system. He reports that "the fees collected in the Anglo-Vernacular schools are expended under three different heads—(1) pay of monitors; (2) scholarships; (3) stationery, repairs of furniture, &c. If there be a balance at the end of the year, it is secured for the purchase of useful books for library. In regard to the Tahsili school fees collection it is distributed as rewards among the teachers, after paying the following charges:—pay of *naib*, or monitor (if any); stationery, &c.; *farsh*."

SECTION II.

Colleges.

10. The annexed table shows the statistics of the colleges of the North-Western Provinces. The three "General" Colleges are those of Agra, Bareilly, and Benares, and the "Special" Institu-

		General.	Special.
No. of Colleges		3	2
" on Rolls		201	247
Average daily attendance ...		174·2	231·47
Expense ...	Imperial ...	Rs. 60,509 2 7	Rs. 79,162 5 11
	Local ...	" 7,870 12 7	" 0 0 0

tions are Thomason Civil Engineering at Roorkee, and the Medical School at Agra.

Of the condition of the two latter I am not informed, the reports of their working being supplied by other departments. The state of the three colleges for general education is to some extent exhibited in the results of the Calcutta University Examinations of the year. The number of candidates who went up in 1866 and the number of those who passed, are shown in the margin. The number is small, but the average of those who pass is high compared with the corresponding average for the whole number of candidates;—for instance, 66 per cent. of the candidates from the colleges of these provinces have passed; while of the whole number of candidates examined at Calcutta 34 per cent. only pass, more than half of whom are in the third division. Fair relative success has been achieved, and a good example set for future candidates.

Examination.	No. of Candidates.	Passed.	Passed, 1st Class.
1st in Arts	9	6	1
B. A.	3	2	0

11. I subjoin extracts from the reports of the Principals—

AGRA COLLEGE (R. A. Lloyd, Esq., Officiating Principal).

"3.—It has been the practice to guage, not exclusively, but mainly, a year's success by the results of the Calcutta University Examinations. Adopting this test for the past year, I think the Agra College may fairly claim to have done respectably. A verdict of 'respectable' is all I predicted for it when I reported on the state of the college in July last, and this is the verdict which it seems to me we have earned.

"7.—With the results of the Entrance Examination, though not absolutely dissatisfied, I was slightly disappointed. We passed 6 out of 10 candidates, but only one of these in the first division. All 4 of the rejected candidates failed in English, and 2 of the 4 in one other subject as well.

"8.—This average is as high a one as was obtained in this particular examination by any institution above the province of Bengal, but, nevertheless, came short of my expectations. Besides, I wished my results to be absolute, not comparative. Much labor had been bestowed on the class, and I look to it to produce me 8 Matriculated students out of the 10 who went up; and 3 in the first division, instead of 1.

"20.—This review of the results of the Calcutta and Departmental Examinations proves, I think, that, relatively to other colleges, the college of which I have been in charge has not lost ground; that our absolute performances are on a par with the average achievements of former years; and that the year's work, though productive of no very signal success, has, nevertheless, been steady and satisfactory, entitling the institution to a fair meed of praise.

"22.—Condensing into a general statement my impressions of the year's progress, I should pronounce the greater advance to have been made in the school department: our college classes have been too scanty in numbers for active competition to exist in them. The causes of this I have already dilated on; but the daily improving state of the school department gives me reason to hope that ere long we shall produce a large number of both better trained and more earnest under-graduates, who, not contented with a half education, will, for love of learning and for the sake of self-culture, prosecute their University studies with vigor to the end. So will they help us to fulfil the real object of an affiliated college—the passing of students to the B. A. Degree."

12. The difficulty of keeping the senior department well filled with industrious and talented young men has frequently been noticed, and is due, of course, to circumstances. In the first place, the poverty of the students, and consequent hope of employment, leads them to wish to make a start in life at the very earliest opportunity. Secondly, the general inferiority of their abilities makes protracted study irksome. Thirdly, the local demand for English teachers has been such that it would have been impossible to man our establishments without appointing men of this kind. I am of opinion that no coercive measures can be adopted with permanent advantage; and the plan of allotting scholarships on condition of further study seems of doubtful expediency. It must be borne in mind that the difficulty is not felt to the same extent at Benares, and it is lawful to expect that the improved state of things there will by degrees be found possible further up the country. We are generally, I think, attracting a less poverty-stricken class, and it is fair to hope that the students will be willing to study longer, and that, having superior home facilities and incentives to study, they will prove to have a superior capacity for learning. It will thus be seen that the question of "fees" has much to do with future progress in education of a high order, and we must close our doors to paupers.

13. Mr. Lloyd well says that "the worst feature of the returns is the preposterously large number of boys who pay only the lowest rate of fee." "It is," he continues, "quite absurd to suppose that, of 235 paying students, the parents of only 21 draw more than Rs. 29 a month. Such, however, is the inference which the returns furnish." He has proposed to raise the minimum fee of 8 Annas to Re. 1 from July next with my approval. This may possibly affect the roll, but the benches are becoming overcrowded, and a diminution of the present attendance (350) would be a positive advantage.

14. The attendance at the Agra College has changed from good to better during the year. Nearly 50 more scholars have been admitted in Mr. Lloyd's time, and the average attendance has risen from 93·6 to 95 per cent.

15. The *boarding-house* is thus reported on by the Principal :—

"The boarding-institution is full and prospering. We have now three houses, affording accommodation to more than 60 boys; and the

inmates are kept in good order by the Superintendent. . . . No falling off is observable in the enthusiasm for athletics. The Agra College Eleven, as you know, visited Bareilly at Christmas and played the eleven of the sister college a friendly match at cricket. This was the second meeting of the rivals, and, I am pleased to record, resulted in a second victory for Agra. I enclose herewith the score of the match; but, as you were an eye-witness of the contest, I shall leave to your recollection the interesting points of the game."

THE BAREILLY COLLEGE.

16. The average attendance here has generally been very good. During the year the attendance in the senior department was 99 per cent., and in the junior department it has been kept up to the usual average of 95. Probably the healthiness of the place has something to do with this, for it must be confessed, the average is a high one. The neglect of one of the most important local holidays in Bareilly by the college boys is a curious instance of the effect of example in the gradual abandonment of custom.

The chief fact of the year seems to be the successful association of the branch schools with the college, and the drafting off of the lower classes of the latter into the more appropriate form of a separate lower school. His Honor distributed prizes to the scholars of the associated schools, and was pleased to approve of the general results of the system on the occasion of a recent visit to Bareilly. I hope to be able soon to recommend to his notice a plan for providing a convenient building for the aforesaid lower school.

Mr. Templeton's general report has the following among other general remarks (and in respect to his comment on the failure of one of the students in the History paper of the Calcutta University First Examination in Arts, I am of opinion that the paper in question was so constructed as to be but a poor test of work, either by teacher or taught; it is, however, a confessedly difficult subject to examine in, and likewise one much neglected by, Native students):—

"GENERAL PROGRESS AND RESULTS OF ANNUAL EXAMINATION.—We sent up 5 for the Middle Arts Examination, of which 2 passed; and 11 for Entrance—3 only getting through. There can be no hesitation in pronouncing this result a serious failure.

"The middle college class was not a good one, yet I felt sure 3 would pass, and should therewith have been content."

17. In this account of the Bareilly College, I have special pleasure in recording the liberality of an ex-student, Rajah Madho Rao Venaik, who has offered two scholarships and an annual donation for the benefit of the institution. He has expressed himself nicely in the matter, and I extract a copy of his letter to the Principal:—

"I feel deeply grateful to the Government for the benefits conferred on me through the education I have received at the college, and to yourself personally, for the many services you have rendered me whilst

your pupil. Though now no longer a student, I desire very much to have my name associated permanently with the college wherein I have been instructed, and, as a means to that end, would ask you to allow me to offer annually—(*1st*) a scholarship of Rs. 10 per mensem for the best student in all subjects of the middle college class who goes in for the B. A. Examination—the sum to be tenable for one or two years at your discretion; (*2nd*) a scholarship of Rs. 6 per mensem for the student of the junior college class who is first of his class in all subjects at the Departmental Examination—one who takes Sanskrit as second language to have the preference, provided he holds a second place in English studies, and gives satisfaction as a Sanscrit scholar; (*3rd*) an annual donation of Rs. 100 towards encouraging the games now or hereafter to be practised at the boarding-house—the same to be, at your pleasure, given as prizes, or expended in any way you think proper in promoting athletic amusements."

THE BENARES COLLEGE.

18. For the first time this college sent up candidates for the M. A. Degree, C. U., to gain which it is necessary to pass an honor examination in some one leading branch of study. Mathematics is not a subject in which the college has earned distinction, and it was not likely that the early elementary training of the two young men who went in for honors had been such as to create confidence in their success; but they chose this branch, and failed, notwithstanding much diligent study.

19. Upon the whole the college department of this college is in a thriving condition, and promises yet more fruit. Of some 60 students in all the college departments, half at least belong to Benares—a fact which indicates the greater general advancement in education of this locality as compared with towns further up-country. But none the less is the success due to able management on the part of the Principal.

20. The school and lower departments of the college are in fair order, notwithstanding the unwieldy size of the classes.

The number on the roll of this college in all departments is 736, and for the English Department the lowest fee is Re. 1, which is paid by 355 boys; 45 boys pay Rs. 2; 24 pay Rs. 3; 1 boy pays Re. 4; 20 boys pay Rs. 5; and 2 boys the highest rate, *viz.*, Rs. 10.

22. Manly sports have received attention at this college, as well as at Agra and Bareilly. There is a good play-ground close to the college, and such as chose play at cricket, foot-ball, and other games. Mr. Griffith remarks that the most distinguished of his pupils is also the best cricketer.

23. The Sanskrit and Anglo-Sanskrit departments seem to be in fair order, and it is very satisfactory to find that some of the pundits have been engaged in useful literary work during the year. The appearance of a literary journal in Sanskrit is also a sign of activity, which I

hope may be sustained, for the sake of the connection the journal will subserve to maintain between European and Native scholars. Mr. Griffith writes as follows:—

"The Sanskrit College has shown considerable literary activity in the year under review. Pundit Bapu Deva Shastri has brought out, at Dr. Lazarus's excellent press, a new edition of the celebrated *Siddhanta Siromani* of Bhaskaracharya, with his own exposition, the *Vasanábhashya*. This edition has been carefully corrected, after collation with several manuscripts, annotated and furnished with diagrams. A new and improved edition of Dr. Ballantyne's very useful translation of the *Laghu Kaumudi* has been brought out at the same press. The expenses of this publication have been borne by that enlightened and liberal noble, His Highness the Maharajah of Vizianagram, K. C. S. I., and the labor of revising and correcting the Sanskrit text has fallen upon the Librarian Pundit Bechan Tewary. A monthly journal of Sanskrit literature has been started, and has reached its tenth number. This journal, entitled the *Pundit*, has been very favorably received by the first Sanskritists in Europe, and is encouraged by the patronage of the Governments of the North-Western Provinces and the Punjab, and by the Directors of Public Instruction of the Punjab, Bombay, and the Central Provinces. Pundits Vitthal Shastri, Rajah Ram Shastri, Bala Shastri, Bapu Deva Shastri, and Govind Deva Shastri have distinguished themselves by their contributions in Sanskrit to this journal; and Babu Pramadadas Mittra by his excellent translation from the *Shahitya Darpana*, and by critical notices.

"The average percentage of daily attendance in the Sanskrit College during the past year is 83·3. In the preceding year it was 81·4."

24. During the past year a petition was presented, through the Commissioner of Benares, from the Hindu gentry to His Honor, expressing their fear that the Sanskrit College would be abolished, inasmuch as certain measures of reduction had been carried out at my suggestion. I took the opportunity of discussing the appropriateness of the maintenance by Her Majesty's Government of a college for "preserving" the literature, philosophy, and the religion of the Hindus, which is all that Sanskrit is *to a Hindu;* but as no further reference on the subject has been made to my knowledge, I am unable to report on the results of the memorial.

25. *The Boarding-house.*—This has been managed by the same Superintendent as before, and continues to answer its purpose. There is no necessity to give the Superintendent's Report again *in extenso*. There were 117 boarders in residence during 1866, of whom 70 were from Tahsili schools in the circle. Thirty-two of the boarders were non-stipendiaries; the rest received scholarships allotted by the Inspector.

26. It remains to notice, in connection with the colleges, the Law Professorship attached for the present to the Agra College. Suffice it to report in brief terms that it was found necessary to dismiss the Professor in November; and that a successor has been found in the person of Mr. Jardine, under whose management the scheme will, I hope, prosper.

SECTION III.

Schools.

29. The annexed schedule shows with approximate accuracy the particulars of attendance and expenditure :—

Descriptions.	No.	No. on Rolls, 1866-67.	Average daily attendance.	Expenditure.	
				Imperial.	Local.
				Rs. A. P.	Rs. A. P.
Higher Class	5	1,781·	1,648·76	1,17,197 9 4	13,510 9 10
Middle Class	2	348·	316·	4,431 3 8	1,664 7 1
Lower Class { Tahsili	265	21,475·88	17,929·36	43,331 15 2	28,162 0 3
Lower Class { Halqabandi	3,202	1,00,751·	84,103·65	26,900 10 3	2,08,149 5 0
Female Schools	479	8,981·	8,105·09	24,162 3 6	6,169 9 9
Normal Schools	8	4,23·9	385·97	35,251 14 8	4,759 15 3
Total	3,961	1,33,760·78	1,12,488·83	2,51,275 8 7	2,62,415 15 2

The school departments of the colleges and the collegiate school at Ajmere, and the high school at Etawah, only come under the first head. The upper class in each case educates up to the standard of Matriculation in the Calcutta University.

30. The following table shows the number of candidates for the Entrance Examination of 1866, with the degrees of success and failure :—

Names.	No. of Candidates.	Passed			Total Passed.	Failed in			
		1st Division.	2nd Division.	3rd Division.		English.	2nd Language.	History and Geography.	Mathematics.
Agra Collegiate School Department	10	1	4	1	6	4	...	1	1
Bareilly Ditto ...	11	...	2	1	3	7	...	1	5
Benares Ditto ...	23	...	5	10	15	5	2	2	4
Ajmere Ditto ...	5	...	4	1	5	...	...	...	...
Etawah Schools ...	8	...	3	2	5	2	...	...	2
Total ...	57	1	18	15	34	18	2	4	12

This table shows that 34 candidates passed out of 57 sent up; that is to say, 59 per cent. of the candidates passed the examination. But of these 59 I find that $1\frac{1}{2}$ only passed in the first division, $31\frac{1}{2}$ in the second and 26 in the third. The deduction is obvious that we have as yet attained mediocrity only according to the standard of the Calcutta Examiners. I could wish this were less arbitrary. It varies year by year, and that the shares become sharper as the number of candidates become sgreater is the only definite observation possible. The idiosyncracies of one Examiner may throw the statistics of years into confusion. For example, the

Examiner in History might set a paper which would pluck the candidates at all schools except those where the teacher happened to have laid stress on the Examiner's favorite pieces. It is, therefore, with some hestitation that I record the above figures as an index of progress. It is relatively reliable, and the general deduction, among others, that the candidates from the Bareilly College were sent up improperly prepared, particularly in English and Mathematics, is not to be avoided. English is undoubtedly the most difficult test, especially under an examiner who looks for elegance, as well as correctness of expression. Failure in Mathematics is not execusable, and I hope another year will show improvement here at any rate. This year History and Geography have been passed with less difficulty than usual, and success in passing the second language is maintained.

The results for the 5 schools which sent up candidates in the North-Western Provinces may be contrasted favorably to a certain extent with the achievements of the whole number of candidates as a body. The whole number examined was 1,302, of whom 49 per cent. only passed; and of these 49, 6 rank in the first division, 23 in the second, and 20 in the third.

31. The school departments of the colleges of Agra, Bareilly, and Benares are in good working order, and the Principals report improvement throughout. The state of the second and third classes was tested by the Board of Examiners. They speak of these classes as promising well for the Matriculation Class of the present year. These examinations are conducted in all respects as those in first-class English schools:—no boy is allowed to leave his place, or to be within copying range of a class-fellow;—if a boy is detected using unfair means, his papers are at once torn up, and he is generally expelled;—the shortest possible time is assigned for the questions to be answered in, and the papers are taken to the minute by the officials in charge, and sealed up for transmission to the Board. This kind of formality and strictness is very trying to the Native student, and were he not prepared by continual previous practice in written examinations, he would infallibly fail in these annual examinations. He knows, too, that the prospect of a scholarship depends upon his readiness—and this knowledge, though a stimulant to some, unmans others.

The Ajmere School.

32. The usefulness and popularity of this school have been strikingly manifested during the year, not only in the fact below recorded, but in the increase in the number of pupils and the rate of fees. On each of these points Mr. Goulding shall speak for himself. The fact of the absorption of a really well-attended city school into the ranks of the Government school in the way described is unique. Mr. Goulding says:—

"This growing appreciation of the efforts for their intellectual advancement assumed a very decided and practical form during the year under review. In the early part of September a large indigenous Vernacular school, numbering 57 pupils, almost all Mahomedans—which

circumstance was a significant feature of the movement—presented itself for incorporation with the Ajmere School, and though, as already stated, the accommodation was narrow, it was thought it would be injudicious to oppose obstacles to so manifest a desire for English education on any plea of necessity, and accordingly such temporary arrangements as were practicable were made for the admission of the pupils."

33. As regards the increased attendance and the average daily percentage, and the fees, Mr. Goulding says :—

"The tabular statements that accompany this Report will show that the school gained in numbers and resources during the year. It opened with 223 pupils on the rolls, and closed on December 15th with 329 ; while the collections were Rs. 1,424, as compared with Rs. 895 of the preceding season. The percentage of attendance rose to 94·3—a figure that testifies how thoroughly amenable to rigorous discipline Native boys—or I might say Native *parents*—can gradually be rendered, and observances before so tenaciously maintained subordinated to what are now evidently regarded as higher claims.

"One more gratifying feature in connection with this increase remains to be noticed, the proportion of Mahomedans to Hindus, which, for the year 1865, was as 1 to 4·3 is now as 1 to 3."

Hume's High School, Etawah.

36. I had occasion to speak in high terms of this school last year, and consider that it has kept up its reputation fairly. Four of the Matriculated students have entered the Agra College to pursue their studies there—a result which I consider bears witness to the excellence of Mr. D'Mello's management. The students must have been inspired with no ordinary love of learning to be thus willing to leave their home, and a very useful example has thus been set to the schools now rising up in the various districts of these provinces. It was naturally hoped by the head master that the means of instructing these young men might have been given him in an increased staff at Etawah; but there can be no question that, while we have colleges (with boarding facilities) ready to receive and carry on the education of young men from the district schools, no advantage is gained by increasing expenditure on the latter beyond the working point. Rather it is a result ardently to be desired that the benefits of a college residence should be extended as far as possible, and that the main object of the high school should be, not to pass students through to the Calcutta University Entrance Examination, but to supply our colleges with intelligent passed men, the soundness of whose early training may afford good ground for superior culture.

39. A powerful agent in the advancement of this school is the local patronage and countenance of Mr. Hume, the Collector. This officer's determination to give the preference in local appointments to young men educated at the local school is well worthy of general imitation, and I hope the principle will be followed in all districts as soon as the zillah schools are established in popular opinion.

40. The boarding-house attached to this school numbers 24 inmates, of whom 10 are self-supporting. It is exceedingly popular, and might easily be extended were larger accommodation provided.

41. His Honor will be glad to hear that the practice of athletic games has been successfully introduced here as elsewhere.

42. Middle Class Schools (*vide* Schedule in para. 29, *supra*) next claim attention. They have been before explained to be schools in which English is taught, but which as yet cannot educate up to the standard of Matriculation. I have, as last year, entered *two* schools only in this category, as paid directly by the State; but there are, as His Honor is aware, a large number of these schools (*viz.* 83) which are entirely under the management of the department, but being partly supported and always set on foot by subscription, they are paid on the principle of aided schools, and are therefore necessarily entered under Section V. At the present writing all such schools at *sadr* stations have become zillah schools, on a sanctioned scale of establishment paid by the State, and will appear next year as "*Middle Class*" Government schools, of which now there is an apparent deficiency.

43. The two schools now strictly so called are those of Aligurh and Shahjehanpore.

With regard to the former, the Officiating Inspector of the 1st Circle reports in favorable terms as follows:—

"It is the largest and best of all the Anglo-Vernacular schools, whether paid by Government entirely or receiving a grant-in-aid only. Its numbers at my examination were 222; the average attendance is 218. The high class contains several boys who will be ready for the Entrance Examination of the Calcutta University at the end of the present year. The Head Master, Sobha Ram, has worked hard, and now that by the new arrangement we have got a European gentleman in his place, I have no doubt that in a short time the classes will come up to the standard of those in collegiate schools.

"2.—The Municipal Committee has liberally granted Rs. 300 a month to supplement the income from Government, and has also voted Rs. 10,000 for the erection of a building. This, I hope, will include a suitable house for the boarders, and perhaps ultimately we may get a bungalow for the head master.

"3.—The boarding-house attached to the school has now five inmates."

Shahjehanpore School.

44. The Report furnished by the Assistant Inspector is meagre and unsatisfactory. He reports that "the higher classes did well in some subjects, but many of the boys were deficient in their knowledge of Urdu Grammar and of Persian. The first class required more practice in English Parsing."

SCHOOLS OF THE LOWER CLASS (I CIRCLE.)

45. There are 64 schools, with 7,634 boys, distributed in 7 classes, of whom 41 per cent. are in the lowest class, to $1\frac{3}{4}$ per cent. in the highest. Last year there were 63 schools with 6,689 boys—that is, 1 school and 945 boys less.

This shows a general increase of the attendance at this kind of school, but the first classes seem to have fallen off. For last year nearly $2\frac{1}{2}$ per cent. of the whole attendance belonged to the first class, while under 40 per cent. were in the lower.

49. The remark of the Officiating Inspector as to the desirability of encouraging the study of Persian in Tahsili schools requires notice. It is perfectly true that Persian is a nicer language to teach and learn than Urdu, and is popular with Mussalmans and Kayaths; but it is of no practical value as a tongue in this country. It is a medium of correspondence between Natives of position, but its use in this respect does not make it a valuable acquisition for the masses; nor am I by any means of opinion that it is necessary to the acquisition of Urdu. The Persian *idioms* used in the language are few in number, and the spoken language at least is Hindee to the back-bone. There are, of course, many Persian words in the Lucknow and Delhi forms of Urdu, but there are also many Arabic words, and the argument that the study of Persian is necessary for the Urdu student applies equally in this respect to the study of Arabic, indeed, my own opinion is that a knowledge of Arabic Grammar is more useful to the Urdu student than a knowledge of Persian Grammar. The originial design of the Tahsili school was a good education in the Vernacular, and it was intended that the corrupt pronunciation of the inhabitants of country towns should be improved by degrees, under the constant communication which the children and their teachers would have with the Native Inspecting Officers, who are men of education, and generally good Oriental scholars. The improvement which is thus effected may be easily tested by an Examiner who compares the pronunciation of the beginners in a good Tahsili school with that of the senior pupils. It is perfectly true that a Tahsili school boy has no great stock of words, beyond the ordinary terms, in his Urdu vocabulary when he leaves school; but, once possessed of the rules and idioms of the language, he can add daily to his stock of words for any special business. To say that a boy is unfit to enter a *kahchahri* and do the work of a Mohurrir *because he has not learned Persian*, seems to me an untrue account of the matter. The fact is, he is only ignorant of the technical terms and pedantries of the Courts, which he would be equally ignorant of had he done nothing but read *Gulistan, Boostan,*

"Without going into the subject of particular books, I may state that in my opinion we do not pay so much attention as we ought to Persian. Urdu is very well in the lower classes, but it is not a literary language, nor do the people—at least, the educated portion of them—care very much to have it taught to their sons. Persian, on the other hand, while necessary to any one desirous of mastering Urdu, possesses a literature of its own, and is appreciated by all Mussalmans at least. These considerations should, I think, weigh with us largely, and if you agree with me, we might introduce the language into all but the two lowest classes, excluding Urdu, except in the case of Geography and Mathematics."

Abul Fazl-wagairah, all his life. The *want* in our Vernacular education is good books to read, and the want is being gradually supplied, and Urdu will improve, as it has improved, year by year. The Tahsili schools began wisely, I think, with the Vernacular only. A few years ago there was a considerable cry for Persian as well, and men said,—"If you allow Persian to be introduced, you'll double the numbers at school." Though this was not the desired end, inasmuch as the staff of teachers could not possibly have taught twice as many boys, I was of opinion that the scarcity of good Urdu reading books justified the introduction of the means of access to Persian literature, and I allowed Persian to be studied in the two upper classes. It was hailed as a boon, a "*bahut achchi bat*," and I believe the schools gained some repute in consequence; but the attendance was not raised, especially in the two first classes, where this might have been expected to be the case; nor do the boys who leave school gain employment more easily.

HALQABANDI SCHOOLS (I. CIRCLE.)

51. The schools in this circle have, on the whole, progressed during the year. The table subjoined shows a decrease of 7 schools, and an increase of attendance, which is a favorable sign. The average attendance in this way has risen by at least 1 boy per school. The decrease in schools took place in Budaon for want of funds. Bareilly appears for the first time with a small show of schools, at which the attendance is up to the average. The number of boys in the fourth or highest class is 5 per cent. of the whole number, as last year. The number in the first or lowest class is still extravagantly large, being 61 per cent.

52. The following is the Officiating Inspector's Table of attendance:—

	No. of Schools.	IN EACH CLASS, 1866-67.				
		4.	3.	2.	1.	TOTAL.
TOTAL ...	826	1,400	3,087	6,074	16,590	27,151
IN 1865-66 ...	833	1,368*	3,044	6,113	16,259	26,784
Increase or Decrease ...	—7	...	...	...	...	+ 367

54. A Return of *Desi* schools sent in by the Officiating Inspector gives 2,418 schools, with 26,560 scholars, for the 1st circle. It will thus be seen that there are more Desi than Halqabandi schools, with fewer scholars however; and it further appears that there are

9 more Desi schools, with 480 more scholars this year than in 1865-66—a fact which in itself throws doubt on the accuracy of the Returns, as the increase of scholars to this amount is disproportioned to the increase of schools; indeed, the entries under increase and decrease are extraordinarily various. In one district there are said to be 7 more schools, with only one more added to the number of scholars; in another district there appear 9 fewer schools with 47 more scholars; and so forth. The Deputy Inspectors evidently cannot register the state of things correctly; but I am inclined to think the inquiry is, on the whole, one of little importance except it clearly showed that the Desi schools were largely increasing in numbers and attendance, and thus that a desire for education, irrespective of the hints and advice of Government officers, had come into being. Their gradual decrease, on the other hand, shows much what might have been expected, *viz.*, that the old kind of education is less wanted, or that the old system, to call it so, was not popular enough to hold its own, when a novelty was introduced. The idea of rivalry does not exist, and to suppose that we are aiming at the destruction of this class of schools, or that it was ever worthy of the name of a "National" School system is, I am of opinion, erroneous.

II. Circle.

55. The only school of the *higher order* in this circle has been mentioned above. Schools of the *middle class* will be recorded in Section V below, and it remains to report here upon the *lower schools*.

(2.)—Tahsili Schools.

56. The following are Dr. Anderson's remarks:—

"Compared with last year, the number of pupils in the table may seem at first sight less than before; but the schools at Kanouj of 140 scholars being this year omitted as disallowed Tahsili endowment, and 7 Anglo-Vernacular schools having established branch schools for those disinclined or too young to study English, the whole has actually increased by more than 500. These branch schools are reckoned among the Halqabandi, being supported by the local funds, and have 399 pupils. The state of instruction also appears worse than last year; but if the total number of prizes given in 1866 and 1867 be compared, and the omission of 3 schools not examined in Muthra be considered, it will be found, in some respects, much better. The condition of 10 schools is 'good', of 35 'fair', of 17 'passable', 13 are 'inferior' and but 2 'bad': 49 have made more or less progress since last year. The discipline is generally passable, the registers being clean and correct, the classification and class books suitable; but still, 'a place for everything and everything in its place' is a rule, the observance of which has too many exceptions. The appurtenance is now, in most instances, sufficient, and I am glad to be able to state that only 5 school-houses are very unsuitable, and but 2 where new buildings are required."

(2).—Halqabandi Schools.

65. I proceed with the Inspector's own account in the main very satisfactory :—

"The number of village schools at the time of inspection had increased from 1,051 to 1,066, and the number of pupils from 28,964 to 30,730. The subsequent Returns of Deputy Inspectors augment these numbers by 114 schools and 852 pupils. Nor is their general improvement less satisfactory than their increase: nearly 30 per cent. more prizes were obtained this year than the last; 43 more schools are decidedly better. The average attendance appears to have risen last quarter to 80 per cent., and were the Returns sufficiently trustworthy, might be stated still higher at the end of the year. The inspection in 34 schools is excellent or 'good', in 207 'fair', and in 302 'passable'; but a great number are still in an 'inferior' or unsatisfactory state."

Lower Schools (III. Circle).

66. The Inspector and Joint Inspector of the Benares Circle have recorded many useful and encouraging facts in their Report for the year. They introduce it as follows :—

"Progress is general and steady. The year has been a rather unusually prosperous one to us; schools and boys both have increased. The people have not only proved their desire to contribute towards establishing English classes, but they have come forward with contribution to improve the old Vernacular schools, and open new ones. The boys have not merely increased in number, but advanced in learning, and obtained promotion in their classes. The girls have multiplied with their schools. The boarding-house is overcrowded, and the proportion of the boys living at their own expense has much increased. A new barrack is in the course of being added to the Dharma Shala for the accommodation of the boarders. The building of the Normal school by the side of the Dharma Shala has fairly advanced. The liberal concessation of the Government to give their quota of the school cess in the permanently settled Benares province has doubled our means to open, support, and improve the village Vernacular schools in the four districts, namely, Benares, Ghazeepore, Jounpore, and Mirzapore;—it has not only doubled our means, but proved to the people beyond a doubt that the Government is scrupulously faithful to its word and principle;—it has enabled us to ask for more, and it has prepared the people to give us more. Subscriptions for building school-houses—even for Halqabandi school-houses, for which the people already pay a cess, are pouring in, and we have nothing left to complain of. We have received all possible assistance from the District officers in furtherance of the cause of education; and if it be not too much presumption on our part, we may be allowed to say that we enjoy the full confidence of the people."

70. The Tahsili schools of this circle are thus reported upon :—

"There are now 55 Tahsili schools instead of 52. This is accounted for by the establishment of some new schools, as sanctioned

by the Government, in lieu of those which had been made Anglo-Vernacular in the year preceding. This year also some of the Tahsili schools have become Vernacular, for which new ones have not yet been opened. As the new arrangement of the schools will come into operation from to-morrow per your letter No. 1622, dated 21st February last, I need not give here further explanation. There is an increase of 853 in the number of boys; and of the whole 4,320 boys, 2,496 are agriculturists, and 1,824 non-agriculturists.

"71. The average has risen to 71·26 boys per school from 66·67 of last year; and the daily average attendance has risen to 78·03 per cent. from 77·56 of last year.

"72. Last year the total amount of fees collected in Tahsili and Anglo-Vernacular schools was Rs. 5,190-9-2; this year it is Rs. 5,337-7-5. The total cost of educating each pupil last year amounted to Rs. 5-10-7, and to the Government, Rs. 2-9-10; this year it has been reduced to Rs. 3-9-10, and Rs. 2-1-8."

Halqabandi Schools.

74. Last year we counted 1,131 schools and 36,711 boys; this year we have 1,228 schools and 40,608 boys, of whom 28,312 are agriculturists, and 12,296 non-agriculturists.

The average of boys per school is this year 33·65 against 31·66 of last year. The daily average attendance is reported this year to be 75·93; last year it was 77·81.

The total annual cost of educating each people is Rs. 2-0-8 and to the Government of only 3 pie; last year it was Rs. 2-12-6 and 7 pie.

Lower Schools, in Ajmere.

79. The Inspector Mr. Goulding reports:—

"In recording the progress popular education has made during the year just expired, the fresh stimulus the new school-houses have communicated deserves prominent mention. With their erection, indeed the whole system of instruction may be said to have been reorganized; the number of pupils has increased, greater order and method are attainable, and more hearty sympathy and respect accorded the pundits by the village people, except when they own indolence interferes to deprive them of such consideration. The Inspector, moreover, was enabled in his last tour to point to the new structures with confidence, as indicative of the earnest solicitude of Government for the enlightenment of the people; and altogether to assume a higher tone, insisting upon larger fees and a more close compliance with rules than he could well do under circumstances which, whatever the force of the arguments urged, always militated against implicit faith in them on the part of the hearers.

"The houses—which are pucca, flat-roofed buildings, consisting of one well-ventilated room, 25 feet long by 14 feet broad—are conspicuous objects in the villages, and visible from miles around, to which distance their influence will no doubt soon extend."

80. I have before mentioned the value of a well-built school-house as an aid to character and permanency. The above report of the effect produced by the judicious outlay sanctioned last year is another illustration. The attendance in the school of this territory is bad and can be improved by slow degrees only. The Inspector says :—

"The desultory attendance of the pupils at the village schools remains one subject of regret, and for it no adequate remedy has yet been found. If, however, it involved a protracted struggle and much unpopularity for a time at Ajmere to bring unreasoning parents to relinquish the claims of usage and conform to discipline, the apathy of a village pundit, whose sympathies in all such matters must be with the people, will occasion small surprise."

Lower Schools in Kumaon and Gurhwal.

84. Major Smyth's report is more favorable this year than last; he notices that the average attendance has increased, and that the number of boys in the upper classes is greater than he has before known it to be. He says :—

"Kumaon Tahsili Schools.

"I have inspected all of these (excepting 4 Bootiah schools) during the year. There are 23, to 20 last year. As regards attendance they are all in a satisfactory state, those 4 excepted, which I have found it advisable to close. In their place I have, since 1st April, opened others in more favorable neighbourhoods.

"The number on the rolls has slightly decreased, although there are 3 more schools than there were last year, but the average attendance has very much increased. The state of discipline of most of the schools is just now more satisfactory than it has ever been, and there are a greater number of boys in the senior classes than I have ever found before.

"Gurhwal Tahsili Schools.

"I have visited all the Gurhwal Tahsili schools during the year. With the exception of Srenugur, Syndhar, and Gumsali, the boys are not so well managed, or so far advanced, as in the Kumaon schools. I am, however, glad to notice some improvement since last year."

85 On the schools registered under the last of the three schedules just given the Inspector reports as follows :—

"Gurhwal Halqabandi Schools.

"I have personally inspected 24 of these, and the remaining 17 have been visited by my Deputy Inspector. They are, on the whole, in a better state than last year. The arrangement and discipline has improved, and much progress has been made in the south of the district, which is the more thickly inhabited part. The schools in the northern and colder parts of Gurhwal are, for the most part, in bad order. This applies also to Tahsili schools. A glance at Table B will show you an increase of 'on the rolls,' and a great increase in 'average attendance.' One proof that these schools are gaining in popularity is

that I have many more applications than formerly to establish new ones. But as all the people contribute to the Halqabandi cess, we have to fix our localities according to the amount of revenue derived from surrounding villages, and are therefore in many instances obliged to have a school where it is not much wanted, while a more favorable neighbourhood is left without one.

"86. There is just now much distress, amounting to famine, in many parts of the province, which has had an injurious effect on the schools, of which I should have been otherwise able to speak even more favorably than I have done.

"INSTRUCTION OF PUNDITS.—Between 15th June and 15th September last, all the Halqabandi schools were closed and a temporary Normal School formed at a central point of the district, for the instruction of all the pundits. The school was, on the whole, successful."

(4.)—FEMALE SCHOOLS.

88. 1ST CIRCLE.—The Officiating Inspector reports a decrease of 22 schools and 593 girls in the year under review. He fails to account for this, and offers no opinion as to the work done by the schools generally. The largest diminution appears in Aligurh, and, having visited that district lately, I find the reason here is that some of the schools had been supported experimentally on the Halqabandi funds, and that this means of maintenance had been withdrawn. I do not advocate the support of girls' as well as boys' schools from these funds, simply because they are insufficient; but there seems to be no reason to regard expenditure on female education from this source as illegitimate. The principle of expenditure is the benefit of the agricultural class.

89. This is the Officiating Inspector's Report :—

"Upon schools of this class I should not like to express any decided opinion—not only because, as a rule, I have refrained from visiting them, but because the project has been tested too short a time for us to rely upon the indications given of progress or the contrary. While, on the one hand, some Deputy Inspectors consider that they are deteriorating, others state that women who were formerly persuaded that it was a disgrace to become teachers are now coming forward for employment. The recent order of the Government of India that no new schools should be opened except upon the grant-in-aid principle will, in a few years, show clearly whether the people like the idea or are determined to cling to the old order of things."

92. 2ND CIRCLE.—Dr. Anderson's report is, on the other hand, encouraging and hopeful. With the same drawbacks in existence, he is able to report that the number of schools might be easily increased; that the instruction is improved and improving, and that great good is effected. I give his remarks *in extenso* :—

"There is as yet no female school within this circle where English is taught. It is intended, however, to be introduced in the

Suth Subha schools, and the English alphabet, as well as the Nagri and Persian, will be used in the Government Training School when proper assistant mistresses can be found.

"93. Last year the number of female schools was 225, with 4,000 scholars;—this year it amounted to 243, with 4,429, or, by the latest Returns, 237, with 4,521. These numbers would have been greatly larger had not a severe check been given to the establishment of new schools, and to the support of several that were already in existence, by the withholding of a Government grant, and by the failure of the local funds in the zillahs in which they were most in request. In Muthra, but especially in Furruckabad and Cawnpore, sanction had to be refused in upwards of 20 cases, and in the latter zillah more than 30 had to be abolished, in order to equalize the income and expenditure for boys' schools.

"94. I have before sought to prevent this obstacle to the spread of female education by asking for an additional grant beyond that for schools already in operation, and embracing all now of necessity placed on the local funds; but hitherto without success. Were this allowed —were funds at disposal, on proper conditions—50 schools might be added in the course of a month, and the whole number of pupils doubled during the year. It is doubtless proper to exercise caution in a matter so opposed in general to Native habits and prejudices, and so exposed to deception and pretence; but in this we are by no means equal to the real wishes and opinions of a large class of Natives themselves; nor are our fears of being practised upon, as formerly, and as to some degree exceptionally occurs still, at all warranted by the experience of those who take the trouble personally to inspect a large number of these schools. Nothing can be more absurd than the ridicule and suspicion thrown upon them by those who have little or no experimental acquaintance with the matter. Even certain classes of Natives themselves are not to be listened to for, out of their own caste or circle, I have found them nearly as profoundly ignorant of what was thought or done by their countrymen as any European. It is true that when the zemindars take no interest or disfavor the schools, they, too, generally fail; but I have visited upwards of 100 of them even this year, and do not remember a case where the zemindars did not show much interest, or where they refuse to assist in discovering what pupils were behind the *purdah*, and whether they received assistance or prompting, or not. On not a few occasions they have earnestly petitioned for a female school to their village, and offered their relations to be trained as mistresses.

"95. On the whole, these schools are in a much better state than last year, and are fast establishing themselves in the liking, interests, and habits of the villagers. If the heads of Government could have witnessed, as I have done, the civilizing effects of only a twelve months' instruction on the awkward, senseless, and indolent appearance of the girls in some of them, it would no doubt re-double their interest in the spread of female education.

"99. I cannot help noticing, in conclusion, that the girls in the villages, where the majority of these schools are situated, would have been subject to infanticide, instead of instruction, about fifteen years ago (see *Selections from the Records of Government, N. W. Provinces*, Vol. I.); and that, if the schools effect nothing else, they will instill a higher sense of the value of female life. After repeated enquiries at the Police and Local Inspectors, I do not find that instances of this crime occur now in these districts; but if the reports of some pundits were sufficiently trustworthy, it is not yet altogether unknown."

100. 3RD CIRCLE.—The following is a comparative list of the girl's schools in operation here, which shows an increase during the year of 8 schools and 314 scholars. I am not inclined to place much reliance upon the figures, but there is no need to assume that nothing satisfactory has been achieved. In the establishment of so many schools;—on the contrary, the beginning is prosperous. The question of inspection troubles the Inspector a good deal, and he has made a suggestion which may be feasible in other places besides Benares—it is the appointment of an European Inspectress. The matter will be considered fully and made the subject of a future reference. Mr. Griffith introduces the subject as follows:—

DISTRICTS.	1865-66.		1867-68.	
	Schools.	Scholars.	Schools.	Scholars.
TOTAL ...	87	1,404	95	1,718

"101. The inspection of the girls' schools is on a most unsatisfactory footing. As a rule, neither I nor the Joint Inspector examine them. The Sub-Deputy Inspectors also are prohibited from inspecting girls' schools, and they are entirely left to the discretion of the Deputy Inspectors, to be managed with the concurrence of the people. I cannot feel satisfied with the condition of those which are now in existence, or inclined to do much towards their increase without the assistance of an Inspectress. Seeing how unsuccessful Babu Siva Prasad, the Joint Inspector, has hitherto been in his zealous search, I have given up the hope of ever finding a Native lady qualified for the work. I shall address you separately on the subject, and ask you to obtain the sanction of the Government to employ a European lady as soon as we hear from the persons with whom we are in communication. The difficulties which have hithertofore militated against the appointment of an Inspectress of Schools in this country are two:—1st,—women cannot travel alone; and 2nd, fresh from Europe, they do not know the vernacular. As to the first difficulty, I think the Government might enable the Lady Inspector to travel about with her husband, if she is married—the husband assisting the Deputy Inspectors in the examination of the boys; and as to the second difficulty, we can

hand over from time to time printed questions to the Inspectress, and her duty will simply be to visit the girls' schools, to count how many are present, to note their cleanliness and discipline, to examine them in needle-work where they learn, and to see them write with their own hands, unassisted, answers to the above-mentioned questions. It will be easy for us to judge by these answers in what state girls' education is, and what progress it makes. The more the Inspectress learns (in time) of the vernacular, the less trouble we shall have in constantly attending to those answers; and the girls' schools then, and then only, can be said to have been brought to a firm footing."

FEMALE SCHOOLS IN THE MINOR CIRCLES.

102. AJMERE.—Forty-one girls and 12 widows are included in the list of attendance at boys' schools. This is a new feature in the Returns, and shows that a beginning has been made; and now that special sanction for the establishment of 10 girls' schools has been given by the Government of India, I hope that a further movement will be found possible. Mr. Goulding has already taken judicious steps towards finding a supply of mistresses, in the establishment of a sort of Normal class at Pokur. He describes what has been done as follows :—

"The reputed sanctity of Pokur attracts many young widows to pass their days there in dreamy indolence, or in the discharge of servile offices for the many votaries who crowd there to perform their ablutions. The invitation to them to qualify for higher duties has been accepted with an alacrity that shows how gratifying is the prospect of independent means and a useful career. My acknowledgments are due to Pundit Sheo Narain for the tact and judgment he has displayed in conducting this delicate matter to its present stage; and I have not the smallest doubt that through his agency all the uneasiness the novelty of the measure may have excited will quickly vanish, and that we shall soon have a flourishing institution for the training of school mistresses. The widows' class contains at present 10 young women from respectable families, and the girls', 25 pupils, of whom 20 were examined by me—4 only being capable of reading and explaining passages; the rest showing little more than a knowledge of the alphabet. At Bhanwata the Girls' School numbers 16 pupils—many of them very interesting and sprightly children. They were examined by me in the presence of their parents, who displayed a lively interest in their progress, and appeared to be satisfied with the arrangements for their instruction. Several of the children read with remarkably clear pronunciation, and all preferred sewing materials to toys, as rewards for their progress."

103. KUMAON AND GURHWAL CIRCLE.—The following is Major Smyth's account of what has been done for female education in Gurhwal, and the experiment is being carefully conducted. The means

at the Inspector's command are Rs. 85 per mensem, which I applied for during the year, and which is now a sanctioned expenditure. Major Smyth says :—

"104. There are at present 10 of these in Gurhwal, some of them very promising. I have inspected them all during the last three months. About 120 girls are receiving instruction. No great progress has been made, but about 12 can read and write. Two of these schools at Srinugur (one for the higher castes, the other for lower classes, Doomries, &c.) I have made over to the Gurhwal Mission. I am now opening a female school among the Milum Bhootiahs, and have engaged a pundit on Rs. 8 a month, and another man, a Bhootiah, on Rs. 3—the latter to teach the girls needle-work and knitting. I hope to see this school in June, when I will report separately on it. I also hope to open a female school among the Byanse Bhootiahs, and have engaged the most influential man Byanse to teach them."

105. The progress of female education in these provinces has, upon the whole, been satisfactory, except in the 1st Circle, where a falling off has occurred which the officer in charge does not account for. The order of the Government of India, F. D. (Resolution No. 861, 7th June 1866), prohibiting further direct expenditure upon girls' schools has prevented my increasing the estimates under this head, and consequently I did not expect to be able to report a large increase; and, as remarked by the Inspector of the 2nd Circle, many schools, experimentally opened with a view of being afterwards placed on the regular list, have been closed. Local support cannot as yet be expected from Natives in such a matter; they are only just becoming alive to the fact that there are and can be schools, and it will take some time yet for them to regard them as a necessity.

"(5) NORMAL SCHOOLS.

"111. During the past year 88 students obtained *sanads*—19 of the first grade; second, 23; and third, 46.

"At present there are 90 studying in the school, of whom 38 are Mussalmans, 52 Hindoos. Since June, 14 have been struck off the rolls—3 from sickness, 11 from idleness or general unfitness.

"112. In the general management of the school, the head master is, as far as I can judge, very successful. The school-house and the barracks are in good order, and wear the appearance of having been carefully looked after. The grounds are being planted with fruit and other trees, and in a year or two the place will be a very pretty one. Athletic games have already been begun, and the head master tells me the pupils would take to cricket if supplied with bats, balls, &c. For the next cold season I hope to be able to make the necessary arrangements, by laying down a piece of ground in the compound."

116. The Inspector's general remarks are as follows:—

"THE AGRA NORMAL SCHOOL.—This is the first year of several important changes:—the entrance and dismissal of half the pupils every 6, instead of every 12, months; the appointment of a new head master; with several other reforms which, leading to a state of transition from new to old methods, affect for a while the proficiency of a school.

"117. The results of my examination for *sanads* in December last, though better than that in June previous, was still low. Only *one* first Tahsili *sanad* could be given, and 30 out of 58 got no *sanads*, but only certificates. The chief subjects of failure were not only in Urdu, English, Algebra, and Geometry, but also in the simpler exercises of correct Writing from dictation, in Arithmetic, and in the written explanations of the meaning and contents of parts of their Class-books. A rather interesting examination of thir ability to teach showed results not always favorable to those whe had been teachers before, nor even to those whose knowledge of the subject was best, but to a natural aptitude or pedantic spirit."

"118. NORMAL SCHOOLS IN AJMERE, ALMORAH, AND ETAWAH.—The Normal class at Ajmere seems to have been rendered somewhat unnecessary by the possibility of getting teachers from Agra, recently manifested. The class contained 14 youths, some of whom lived on the school premises. Mr. Goulding is of opinion that it will still be useful for the supply of pupil-teachers."

119. Of the ALMORAH SCHOOL, Major Smyth says:—"This is now (and has always been) in a very satisfactory state, and deservedly popular, and this reflects great credit on the teacher, Nunnoo Mul." The expenditure on this school admits of the maintenance of only 4 pupil-teachers, at Rs. 4; but the Inspector hopes to add to his resources by the transference of a sum now spent at Srinugur, without direct appeal to the Government.

120. The Normal classes held in Etawah School have relieved the Agra School of many students from Bundelkhund. There were 41 in all, of whom 11 came from Etawah, 9 from Humeerpore, 15 from Jhansie, and 6 from Jaloun.

121. THE FEMALE NORMAL SCHOOLS at Agra and Futtehpore are doing their work quietly and well in the opinion of the Inspectors.

123. Of that in the 3rd Circle, Mr. Griffith says:—"The little experimental Normal school for women established last year in the Futtehpore district is going on satisfactorily. This year two teachers have been employed from this institution. Measures have been taken to remove it to Benares, with a view to extend its operations."

SECTION IV.

Private schools under inspection.

124. *Summary.*

Description.	No.	No. on Rolls.	Average daily attendance.	Expense. Imperial.			Local.		
				Rs.	A.	P.	Rs.	A.	P.
Colleges ... ... } Schools, Higher Class ... }	4	1,275	1,100	18,455	4	0	43,852	11	5
Ditto, Middle Ditto ...	121	11,456	9,534	85,548	0	7	92,714	11	4
Ditto, Lower (Aided) ...	47	3,269	2,574	14,883	0	0	16,012	5	11
Ditto, Ditto (Unaided) ...	5,071	58,168	51,391	1,142	4	2	2,38,848	8	9
Female Schools ...	68	2,239	1,922	14,465	0	0	18,119	15	3
Normal Ditto ...	2	87	77	2,475	0	0	6,658	3	10
Total ...	5,313	76,494	66,598	1,36,968	8	9	4,16,206	8	6

In 1865-66 the expenditure on schools under this section was—Imperial, Rs. 1,26,628-11-2; Local, Rs. 5,07,850-11-11.

126. With reference to the general condition of these schools, I quote the following from my letter No. 210, dated 25th April 1867, which recommended the renewal of the grants:—"All the schools, with one exception, have been examined during the year by the Inspectors or Assistant Inspectors, and I have myself inspected schools where a particular enquiry into progress or management seemed necessary; and among such cases I may mention the American Methodist Episcopalian Mission schools at Shahjehanpore and the American Presbyterian Mission school at Mynpoori, the grants to which were temporarily curtailed or suspended. The Inspector's Reports on which this kind of action was taken were objected to as unfair by the managing bodies; but I have satisfied myself that the state of these schools was beyond all question deserving of condemnation, and the measures taken have already produced good results. I am happy to say that, during the year now passed, (1866-67) the state of the aided schools has been almost universally one of sound progress and improvement. The only exceptions to this are some of the American Methodist Episcopalian Mission schools in Moradabad and Bijnour."

127. There are *three* institutions only among them which send up as yet candidates for the Calcutta University Entrance Examination. Their names, and the results of the examination for 1866, are given in the marginal schedule, whence it appears that, of

Schools.	No. of Candidates.	Passed. Division 1.	Division 2.	Division 3.	Total.
St. John's College, Agra ...	6	1	2	0	3
Jay Narain's College, Benares ...	4	0	0	1	1
Victoria College, Agra ...	9	0	1	1	2
Total ...	19	1	3	2	6

19 candidates, 7 passed, of whom 1 was in the first division, 3 in the second, and 2 in the third.

SECTION V.

Scholarships.

131. The allotment of scholarships for 1867 was sanctioned to the extent noted in the margin—a column showing last year's figures being inserted for comparison. This allotment of scholarships is an expressive index of the relative tuitional strength and popularity of the institutions under examination—the awards being made solely and entirely on the percentage of marks gained in an examination simultaneously conducted, without respect of college ;—that is to say, a boy at Ajmere who gains 50 per cent. of the marks is entitled to the same scholarship as a boy at Benares in the same class, who gains the same percentage. From the above schedule it will be remarked that the success of the Agra College during 1866 (scholarships for 1867 represent work done in 1866) is far beyond what it was in 1865. Bareilly College shows a falling off, and Ajmere likewise.

	1866.	1867.
Agra College	1,788	3,264
Bareilly Ditto	3,564	2,568
Benares Ditto	4,512	5,532
Ditto, Sanskrit and Anglo-Sanskrit Department...	2,664	2,616
Ajmere School	1,368	1,212
Etawah Ditto	480	528
Aided Colleges	1,008	624
Special Prizes	151	209
Total ...	15,535	16,553

132. The amount recommended for disbursement in the form of scholarships of Rs. 3 to students from Tahsili schools who pursue their studies at one of the colleges is Rs. 4,644 for the year 1867, as per marginal statement, which also shows the corresponding allotment in 1866. This, added to the total of the marginal exhibit in the preceding paragraph, makes the total scholarship assignment in 1867, Rs. 21,197.

	1866.	1867.
I Circle	33 at Rs. 3.	33 at Rs. 3.
II Circle	43 at Rs. 3.	42 at Rs. 3.
III Circle	28 at Rs. 3.	33 at Rs. 3.
Kumaon Circle	9 at Rs. 3.	10 at Rs. 3.
Ajmere	10 at Rs. 3.	11 at Rs. 3.
Total ...	Rs. 369	Rs. 387

133. In allotting scholarships to the students of the colleges, the only guide is the result of the Calcutta University and the Departmental Examinations. The Syndicate of the Calcutta University pass students who gain over 30 per cent. of the full marks. I have taken the higher average of 35 per cent. as qualifying for a pass in the department examinations; that is, as qualifying to hold, or continue holding, a scholarship. The following extract from my letter

No. 1605, dated 18th February 1867, to your address, is inserted here as explanatory of the general system of award under this head.

"134. The allotment of scholarships to students in the upper institutions is determined solely by merit, after a paper examination, held yearly in December, to conduct which a Board of Examiners is appointed by His Honor. This Board consists of examiners in English, in Mathematics, in History, Geography, and Moral Philosophy, and in Oriental tongues, according to the course of study prescribed by the Calcutta University. This examination is uniform for all the colleges and collegiate schools, and a report, with lists of marks, &c., is submitted to me by each examiner; and these lists form the basis of allotments of scholarships for the year succeeding that under report. It will thus be seen that the comparative progress of the schools is easily ascertained, according to one definite standard of excellence, *viz.*, that prescribed by the Calcutta University in its selection of subjects; and inasmuch as the allotment of scholarships is made solely with reference to the marks gained, no matter where the student is studying, it follows that the amount given to each institution as a whole is in some sort an index to the comparative success of its tuition.

"135. In the allotment of scholarships for last year (1866), no single student received a scholarship who had not gained upwards of 40 per cent. on the total in all subjects, and decided failure in any one subject caused the rejection of the claims of students otherwise distinguished."

SECTION VI.

Employment of Students.

137. The following schedule is an analysis of the amalgamated statement prepared in your office of persons employed for the first time in 1866 by the Government of the North-Western Provinces, as concerns *Natives* only:—

Departments.	Total No. of Natives appointed.	Educated			Percentage of Natives privately educated.	Average Monthly value of appointment.
		At Government Schools.	At Mission Schools.	Privately.		
						Rs.
Judicial	9	3	4	2	22	20
Revenue	31	5	2	24	77	21
Public Works	24	21	2	1	4	27
Police	24	7	1	16	66	26
Jail	11	7	3	1	9	26
Education	31	28	3	0	0	22
Total ...	130	71	15	44	33	

138. I remark upon this as follows:—

(1.) Of the 130 Natives employed, 92 are *Hindu* and 38 *Mussulman*—*i, e.*, 70 per cent. *Hindu* to 30 per cent. *Mussulman* nearly. Mr. Plowden's report on the census of 1865 gives 1-7th only as the proportion of the Mahomedan population of the North-Western Provinces. The inference is that, in proportion to their numbers, twice as many Mahomedans as Hindus entered the service of the Government in 1866.

(2.) In 1866, of 130 Natives employed, rather more than 66 per cent. were educated at Government or Aided schools; in 1865, of 102 Natives employed, about 42 per cent. only were so educated: I have, therefore, to record what I cannot but consider an improvement in the distribution of patronage. Nevertheless, the fact that 77 per cent. of the Natives appointed in the *Revenue Department* were privately educated—in other words, that *the preference has been given in that department to Natives educated privately*—calls for explanation, and should, I am of opinion, be noticed as unfavorably contrasting with the practice found possible in other branches of the service.*

SECTION VII.

The Study of English.

139. My remarks under this section should, I conceive, be confined to a report as to how far the study of English has progressed during the year. This must, for some time to come, be estimated chiefly by the number of schools and scholars, and, as to standard of attainment, by the number of persons who pass the Entrance Examination of the Calcutta University. The annexed table gives these numbers with all possible correctness, as far as the Government schools and Aided Private and Anglo-Vernacular schools, are concerned.

	No. of Schools.	No. of Students of English.	No. who Matriculated, C. U.
1865-66 ...	122	9,757	34
1866-67 ...	184	13,355	35

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* Since writing the above I have been addressed by the Sudder Board of Revenue (28th May) on this subject. It is the wish of the Board to encourage young men trained in Government schools as far as practicable; and they suggest in their Annual Report (para. 135) that, not only may a system of examination be managed by the Educational Department, but that the studies of the schools be brought into closer adaptation with the requirements of the service.

SECTION VIII.

BOOKS.

141. The following is a list of the books sanctioned for printing and purchase in the year,—*viz.,* 1,37,702 copies, at a cost of Rs. 17,011 only :—

No.	NAME OF BOOK.	Number of Copies.	Cost. Rs. A. P.
1	Ainah Tarikh Numa (Part I.)	5,000	1,192 15 0
2	First Geography	500	40 5 0
3	Map of Cawnpore District	500	119 5 6
4	Do. of Etawah Do.	500	132 12 3
5	Risalah Qawaid Farsai...	5,000	1,226 9 9
6	History of Hindustan...	2,000	523 9 7
7	Raisalah Qawaid-i-Urdu (Part IV.) ...	1,000	325 12 2
8	Vidyankoor	10,000	1,219 13 9
9	Sufurtool Masadur	5,000	334 3 9
10	Kshaitra Chundrika (Part I.)	10,000	502 12 9
11	Quissah Soorujpore (Part II.)	1,000	56 8 6
12	28 Pictures of Animals, each	1,000	467 4 0
13	Grade Lesson Book (Part I.)	2,000	375 0 0
14	Do. Do. (Part II.)	2,000	583 5 4
15	Do. Do. (Part III.)	1,000	291 10 8
16	Mubadi-ul-Hisab (Part IV.)	5,000	491 4 0
17	Map of India	500	51 0 0
18	Muntakhibat-i-Urdu (Part III.)	2,000	141 5 0
19	Readings in English Poetry (1st Series) ...	2,000	109 3 9
20	Ganit Prakash (Part I.)	10,000	1,220 10 0
21	Natijah Tahrir Uklaidus (Part I.)... ...	363	113 7 0
22	Do. Do. (Part II.)... ...	273	34 2 0
23	Cooly Nama	2,000	288 13 9
24	Qawaid Zaban Angrezi	100	225 0 0
25	Hitopdesh	100	180 0 0
26	Minhaj-ut-Talim	1,000	250 0 0
27	History of Rohilkhund, in Urdu	1,000	312 8 0
28	Itihas Timur Nasak (Part I.)	10,000	1,368 2 1
29	Chota Bhogol Hastamalak	5,000	374 14 4
30	Gyan Chalisi	5,000	92 4 7
31	Soorajpore-ki-Kahani	1,000	52 6 2
32	Chota Jam Jahan Numa	3,000	337 0 6
33	English Primer	20,000	627 8 8
34	Bhasha Chandroday	5,000	833 5 4
35	Risalah Gai Chougan Angrezi	500	127 9 0
36	Akhlaq-i-Nasri, in Persian	100	102 0 0
37	Howard's Rudimentary English Grammar ...	5,000	375 4 6
38	Risalah Qawaid-i-Urdu (Part I.)	5,000	234 6 0
39	Joografia Alum (Part I.)	2,000	193 1 8
40	History of Hindustan (Part I.)	3,000	800 0 3
41	Hitopdesh	2,000	185 0 4
42	Political Economy	133	299 4 0
43	Treatise on Farming	133	192 8 0
		1,37,702	17,011 0 11

142. Book sales by the Curator, Dr. Walker, through indents made by the Inspection Department, are registered below:—

1,62,609 copies, value Rs. 23,170-9-1.

The corresponding table for 1865-66 gave the number of copies as 1,97,230, and the value as Rs. 27,782 odd. This year the sales extended over eleven months only. It is curious to remark as regards the general transactions of the depôt, that Rs. 64,483 odd is the total of sales effected in 1866-67, according to Dr. Walker's Report, while for the twelve months of 1865-66 the transactions amounted to Rs. 57,196 odd only.

Conclusion.

143. I feel justified, after a careful review of events and facts, in regarding the year under review as not only one of progress, but of preparation for considerable future advancements, among the upper institutions, the success of the Benares College and the Ajmere Collegiate School, standing as it were on the extremes in point of intellectual and social advancement of the provinces, is most satisfactory. Middle class schools, which have been created by the desire of learning English generally expressed, have been well attended, and show signs of being permanently useful, especially at *sadr* stations, where they will in future assume the status and character of zillah schools. Schools of the lower class have maintained their influence, and there is no falling-off in attendance, or any diminution in vigor. Female schools have done well upon the whole, and present an encouraging prospect of creating positive good, however small may be the area to which financial considerations necessarily restrict them. And lastly, the hope of creating more local and personal interest in the schools generally has dawned in the establishment of a system of District Committees.

EXTRACTS FROM THE REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION IN THE PUNJAB AND ITS DEPENDENCIES, 1866-67.

Expenditure from Imperial Revenue during 1866-67.

2. The total expenditure on education for the year 1866-67 has been Rs. 5,62,656, which is high, compared with Rs. 4,48,070 during the previous year; but shows that nearly Rs. 30,000 less than the Budget grant were spent, which saving lapsed as usual to Government. Two-thirds of this saving occurred in the grant-in-aid assignment, and the remainder on salaries of fixed appointments while vacant. The former arose chiefly from grants due to the Henry Lawrence Memorial Asylum not having been drawn during 1866-67, on account

of uncertainty as to the amounts that could be claimed by that institution, as the point which was referred to Government was not finally decided till quite towards the close of the year.

General distribution of Expenditure.

7. The distribution of the actual expenditure on education during 1866-67, under the three main heads prescribed by the Supreme Government, is shown below :—

Charges.	Expenditure.	
	From Imperial Revenue.	From Local Funds.
Direction and its Subsidiary Charges	1,23,068	....
Inspection and Ditto	66,951	11,413
Instruction	3,72,635	2,73,434
Total ...	5,62,654	2,84,847 (b)

N. B.—(b)=2,50,8+13 from Educational cess+34,010+24 from other sources.

Of the above charges for direction, Rs. 58,518 were spent on publishing and purchasing books for the Book Depôt, which re-paid Rs. 46,500 into the Lahore Treasury, and Rs. 16,368 in patronage of Literature, instead of some Rs. 5,000 only as in the previous year; so that the charges more strictly belonging to direction have been only Rs. 48,182 as compared with Rs. 51,289—5,000=Rs. 46,289 during 1865-66.

Abstract of General and Financial Statistics.

8. The comparative abstract of the general and financial statistics is appended in the usual tabular form. I have not included indigenous Vernacular schools, as the attempt to collect statistics regarding them has only been made for the first time during 1866-67, and I have not much confidence in the accuracy of the statistics obtained.

		No. of Institutions.	No. of Scholars on the Rolls at the close of 1866-67.	No. of Scholars attending daily on an average during 1866-67.	Aggregate Expenditure from all sources.	Chargeable to Imperial Revenue.	Chargeable to Educational Cess Fund.	Annual Cost of Educating each Pupil.					
								Total Cost.			Cost to Government.		
1. Government Colleges	1865-66	2	36	29	35,244	33,824	...	1,215	5	1	1,166	5	7
	1866-67	2	31	26	31,154	37,558	...	1,467	7	8	1,444	9	0
2. Government Zillah Schools	1865-66	24	8,140	6,610	1,51,683	1,21,788	7,658	22	15	1	18	6	9
	1866-67	24	7,922	6,753	1,57,281	1,24,884	8,523	23	4	7	18	7	9
3. Government Town Schools	1865-66	71	6,999	5,852	32,004	19,924	10,750	5	7	6	3	6	5
	1866-67	82	8,598	7,184	38,202	21,566	15,125	5	5	1	3	0	0
4. Government Village Schools	1865-66	1,746	55,593	45,073	1,71,366	22,724	1,43,977	3	12	9	0	10	3
	1866-67	1,660	53,757	45,298	1,69,698	24,712	1,39,326	3	11	11	0	8	9
5. Government Female Schools	1865-66	333	6,834	5,363	24,181	10,487	13,619	4	8	1	0	1	5
	1866-67	296	6,198	5,534	21,901	8,865	13,035	3	15	4	1	9	8
6. Government Jail Schools	1865-66	22	4,780	4,385	2,786	150	13	0	9	7	0	0	6
	1866-67	22	4,690	4,315	2,682	299	11	0	9	11	0	1	1
7. Aided Colleges	1865-66	1	15	12	4,200	447	...	350	0	0	37	4	5
	1866-67	1	10	11	7,840	5,546	...	667	5	8	458	12	4
8. Aided Superior Schools	1865-66	18	5,297	4,061	1,33,668	54,363	...	32	14	7	13	13	7
	1866-67	21	4,701	4,006	1,14,610	59,847	...	27	12	0	12	0	1
9. Aided Middle Class Schools	1865-66	52	1,515	1,267	30,900	14,087	...	24	6	2	11	1	10
	1866-67	73	1,692	1,289	42,604	18,775	...	14	3	11	6	2	8
10. Aided Lower Class Schools	1865-66	3	108	84	582	319	...	6	14	1	3	12	8
	1866-67	2	160	169	2,172	1,008	...	6	15	0	3	0	1
11. Aided Female Schools	1865-66	696	12,727	11,063	41,596	22,211	2,889	3	12	2	2	0	0
	1866-67	651	14,243	11,698	58,123	45,308	...	4	15	6	2	13	9
12. Government Normal Schools	1865-66	7	294	269	31,427	15,287	16,071	116	13	3	56	13	3
	1866-67	7	279	236	35,292	18,492	16,775	149	8	8	78	5	9
13. Aided Normal Schools	1865-66	3	80	68	4,255	2,100	...	62	9	3	3	14	1
	1866-67	4	107	89	10,167	3,470	...	114	3	10	37	8	6
14. Indigenous Schools	1865-66	...	...	...	...	...	...	...	...	...	...	...	...
	1866-67	...	...	...	2,298	2,298	...	...	...	...	...	...	...
15. General Establishments	1865-66	...	...	...	1,77,873	1,66,359	11,514	...	...	...	...	...	...
	1866-67	...	...	...	2,01,432	1,90,019	11,413	...	...	...	...	...	...
16. Educational Buildings	1865-66	...	...	...	25,000	...	25,000	...	...	...	...	...	...
	1866-67	...	...	...	46,602	...	46,602	...	...	...	...	...	...
TOTALS	1865-66	2,978	1,02,418	84,136	8,66,705	4,84,070	2,31,491	...	...	...	...	...	...
	1866-67	2,845	1,02,388	86,608	9,49,058	5,62,647	2,50,810	...	...	...	...	...	...

Decrease of Schools and Scholars on the whole.

9. The general result shows a decrease in the whole number of schools connected with Government during the year of 133; but the decline in the number of scholars is only 30, while the daily average of attendance has positively improved by 2,472. The decrease of schools occurs chiefly among Government village schools both for males and females, and among aided female schools.

Detailed distribution of expenditure.

10. The aggregate expenditure from all sources continues to show a marked increase of Rs. 82,293 beyond that of the previous year. The increase and decrease of cost in various kinds of schools will be observed at a glance from the table, and will be duly noticed hereafter, when I enter into details regarding each kind of schools. It is here only necessary to explain that the enhanced expenditure of Rs. 23,559 on general establishments, arises mainly from the larger amounts spent on patronage of literature and on purchase of books, &c., for the Government Central Book Depôt, to which reference has been already made in para. 7. It should be observed also, that Rs. 21,602 more than in the previous year have been laid out on educational buildings. Out of the aggregate expenditure of Rs. 9,49,058, the Imperial Revenue supplied Rs. 5,62,647, and the Educational Cess Fund Rs. 2,50,810, leaving Rs. 1,35,601 to represent the amount spent from purely private sources and other local funds: of the last named sum Rs. 1,01,567, went to support the several aided institutions, and Rs. 34,034 towards the expenses of those under the direct management of Government. In the previous year of 1865-66, the amount noted as raised from private sources and other local funds was somewhat higher, *viz.*, Rs. 151,204; of which Rs. 1,18,781 were spent on aided, and Rs. 32,423 on Government institutions. It will thus be seen that the decrease of income and expenditure from private sources during 1866-67 happens only among aided institutions to the extent of Rs. 17,214. It will be satisfactory to Government to know that this decrease too is absolutely nominal, and arises solely from the accounts of the Henry Lawrence Memorial Asylum at Murree not having been received in time for incorporation in the annual statistics. (For the reason of this, see concluding clause of para. 2). The average income and expenditure of that Asylum may be set down at about Rs. 30,000.

Cost of Education in different kinds of Institutions.

Colleges.

11. The annual cost of education per head in Government College still remains, I regret to say, exceptionally high; in fact somewhat more than last year. This is owing to the difficulty of inducing matriculated students to enter, and of keeping them at college after they have entered, without liberal scholarships on which they can support themselves and families during the four years of college study. The final orders of the Supreme Government on the subject of college scholarships only allow of one-third of the number of students actually attending Punjab colleges recieving such Government scholarships. In the aided college, too, it will be seen that the annual cost of education per head has nearly doubled, though still far below that of the Government colleges.

12. There is scarcely any variation in the cost of education at Government schools of all classes, while among aided schools the trades have fallen somewhat; *viz.*, in superior ones from Rs. 33 nearly to Rs. 27-12; and in middle class ones from Rs. 24-6-2 to Rs. 14-3-11. For the causes of the difference of cost of education in the corresponding classes of Government and aided schools, reference may be made to paras. 11 and 13 of my last Annual Report for 1865-66.

Schools for general Education.

13. The cost of education in Normal schools has, I am sorry to observe, increased; *viz.*, from Rs. 116 in Government institutions to Rs. 149, and from Rs. 62 to Rs. 114 in private institutions; at the former institutions the increase is caused by the reduced average attendance of students during the year, and in the latter by the greatly enhanced amount of expenditure, although that is spread over a higher average of attendance.

Normal Schools.

14. The following statement shows the collection of fees for the past five years, and a steady though moderate increase in the amount levied at zillah and town schools will be observed :—

Fees.

Fees levied at	1862-63.	1863-64.	1864-65.	1865-66.	1866-67.
Government Colleges	...	42	412	532	596
Government Zillah Schools	4,690	7,267	10,182	11,264	11,635
Government Town Schools	1,093	1,233	1,273	1,330	1,511
Government Village Schools	3,636	3,997	4,082	3,782	3,735
Total ...	9,419	12,539	15,949	16,908	17,477

Sections II and III.—Government Colleges.

Statement of Attendance, &c., at Government Colleges.

15. The tabular statement of attendance, &c., at Government Colleges is as follows :—

		General Education.	
		Lahore.	Delhi.
No. of Institutions		1	1
No. on the Rolls during 1866-67		12	19
Average daily attendance		10	16
Total Expenditure	From Imperial Revenue	18,244	19,314
	From Local Funds	214	382

Statement of annual results of University Examination.

16. The prescribed statement of the results of the Calcutta University Examination for all educational institutions in the Punjab is subjoined :—

Years.	First Arts Examination.			Entrance Examination.		
	No. of Candidates.	Passed		No. of Candidates.	Passed	
		From Government Institutions.	From Private Institutions.		From Government Institutions.	From Private Institutions.
1861-62	...	...	...	10	(a) 4	1
1862-63	...	...	...	12	7	1
1863-64	...	...	...	35	(a) 15	10
1864-65	...	...	...	43	(b) 15	16
1865-66	20	5	5	75	(a) 15	8
1866-67	17	4	...	81	18	4

Details of above results for 1866-67.

17. I give details of the above results for the year under review as usual :—

First Arts Examination, December 1866.

Names of Institutions.	No. of Candidates.	Passed in			Failed in				
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History.	Mathematics.	Mental & Moral Philosophy.
Government College, Lahore ...	6	...	1	...	2	1	1	5	1
Ditto Delhi ...	7*	...	1	2	...	...	2	2	...
College Department, American Presbyterian Mission School, Lahore.	4	...	...	...	3	2	2	4	2
Total ...	17	...	2	2	5	3	5	11	3

(a) Including 1 schoolmaster. (b) Including 2 schoolmasters.

* One absent.

Entrance Examination, December 1866.

NAMES OF INSTITUTIONS.	No. of Candidates.	PASSED IN			FAILED IN			
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History and Geography.	Mathematics.
Government Zillah Schools.								
Delhi	17	...	5	1	10	...	5	6
Lahore	15	1	2	1	6	...	4	10
Umritsur	4	...	2	2	...	...	...	...
Goojerat	6	...	1	...	5	...	3	3
Goojranwalla	3	...	...	...	2	...	2	2
Mooltan	3	1	2	...	...	...	...	...
Private Aided Schools.								
St. Stephen's College, Delhi	7	...	1	...	6	2	1	3
Jullundur Mission School	5	...	...	...	5	...	..	4
Lahore Ditto	6	...	1	...	5	...	4	4
Umritsur Ditto	4	...	1	...	3	...	...	2
Umballa Ditto	3	...	...	...	3	...	3	3
University School, Lahore	2	...	...	...	2	...	2	2
Bishop's School, Simla	4*	...	1	...	...	...	1	2
Teachers	2	...	...	...	Not known.			
TOTAL ...	81	2	16	4	47	2	25	41

New Rule introduced at the Calcutta University Examinations for Entrance and First Arts, dividing the successful candidates into three instead of two divisions.

18. At the Calcutta University Examinations for Entrance and First Arts of December last, a new rule came in force by which successful candidates were divided into three instead of two divisions: at least one-half of the maximun of marks being required for a place in the first division, two-fifths for the second, and one-third for the third.

* One absent.

The rule insisting on each successful candidate gaining at least one-third of the maximum in each of the two languages at both examinations, of one-third in Mathematics for First Arts, and of one-fourth in all other subjects for both examinations is still strictly observed.

Review of results of First Examination in Arts held, December 1866.

19. Of 7 candidates from the Punjab for the First Arts Examination, only 2 passed in the second, and 2 in the third division. This is rather below the average, as about 1 in 3 out of all the candidates who appeared at that examination proved successful. The Delhi Government College, however, did very well, passing 3 out of 7, although 1 of the latter number was absent from sickness at the time of examination. The chief failures, it will be seen, were in Mathematics—no less than 11. English and History each added 5 more to the failures, and Mental and Moral Science also, and the second language, *i. e.*, Arabic, 3 each.

Review of results of Entrance Examination of the Calcutta University held December 1866.

20. There were 81 candidates for Matriculation, but only 22 passed; *viz.*, 2 in the first, 16 in the second, and 4 in the third division. As on an average of the whole of the candidates who appeared at this examination, nearly one-half were successful, the result as regards Punjab scholars must be considered decidedly unsatisfactory. The Delhi and Lahore zillah schools, in connection with the Government colleges at those places, passed 6 and 4 respectively; Umritsur the whole 4 that it sent up, and Mooltan 3, 1 of whom was in the first division. The Goojerat Zillah School, with the 3 Mission Schools at Delhi, Lahore and Umritsur, and the Bishop's School at Jutogh, each passed 1. The chief failures were in English and Mathematics; *viz.*, 47 in the former, and 41 in the latter; while in Geography there were 25, and in the second language, *i. e.*, Urdu, only 2.

Lahore Government College.

Lahore Government College; its Educational Staff.

Principal,—G. W. Leitner, M. A., Ph. D.
Professor of Mathematics,—W. H. Crank.
Assistant Professor of Arabic,—Moulavi Alamdar Hosen.

Dr. Leitner, the Principal was only engaged in College work for about two months.

21. During the year under review Dr. Leitner, the Principal, was deputed, at the instance of the Bengal Asiatic Society, to prosecute some philological enquiries into the languages spoken on the Northern borders of Cashmere.

Its attendance, classification, &c.

23. The number of students is still 12, classified as follows:—first year 5; second 4; third 1; and fourth year 2. The average daily attendance throughout the year has been 10, and the annual cost of education per head has fallen from Rs. 2,351 to Rs. 1,846.

Its Zillah School and branches attached.

24. The zillah school maintains a status creditable to Messrs. Beddy and Thompson, the head and second masters, whose services are still employed to a large extent in the college. The number of scholars on the rolls has increased from 120 to 150, and the upper classes are well filled, there being 14 in the first, 10 in the second, 13 in the third, and 19 in the fourth. Forty-seven boys have been promoted into these four upper classes during the year. The numbers on the registers of the branch schools have declined from 566 to 488, principally, I believe, owing to other schools of the same stamp being started by one or more bodies of European and Native gentlemen who have formed or are forming what is called the Lahore University, or *Anjuman*, or society for diffusing useful knowledge.

Delhi Government College.

Delhi Government College; its Educational Staff.

Principal,—E. Willmot, B. A.
Professor,—Vacant.
Assistant Professor of Arabic,—Moulavi-Zia-ud-deen.

Delhi College; attendance, classification, &c.

27. The number of students in the Delhi College at the close of the year has fallen from 24 to 19, who are classified thus,—first year 6; second 8; third 3, and fourth year 2. The average daily attendance has been 16. Owing to this decline in attendance, the annual cost of education per head has risen from Rs. 732 to Rs. 1,231.

Delhi Zillah School and branches attached.

28. The zillah school flourishes as steadily as ever, containing no less than 421 boys, of whom as many as 269 are in the 6 upper classes. The first contains 31; second 28; third 29, and fourth 37. The branch schools are also admirably fulfilling their purpose of giving elementary instruction, and relieving the zillah school of the humble task of teaching little boys their A, B, C. They contain 858 scholars, and some of them teach up to the seventh class. Towards the close of the year, arrangements were made for the further extension and improvement of these schools by means of the grant-in-aid system.

Want of a sufficient number of Government Scholarships, the first great drawback to the success of the Government Colleges.

29. Both of the colleges have suffered for want of a sufficient number of scholarships for the students. The Supreme Government has ruled that Government scholarships shall only be given (at the rates allowed in Bengal, *viz.*, Rs. 27 to 32 per mensem for senior scholars who have passed the First Arts Examination, and Rs. 10 to 15 per mensem for juniors who have only matriculated) to one-third of the number of students actually attending Punjab colleges. The mass of our students are poor, and burdened at an early age with family expenses. They have no difficulty with their general attainments and knowledge of English in finding employment, so that scarcely any but those who gain the few Govern-

ment scholarships offered will continue their studies in college. I have already pointed out in several communications to Government that the Punjab colleges are placed in an infinitely worse position in respect of scholarships than those in other presidencies, and I refrain from entering further into the subject here. The only remedy left is to raise funds for giving private scholarships in the colleges ; but as an appeal lately made throughout the Punjab at the Hon'ble the Lieutenant Governor's suggestion met with no encouraging response, it is difficult to see how the requisite funds are to be procured ; but I hope to raise them somehow.

Want of a second European Professor, the other great drawback to the success of the Government Colleges.

30. The other drawback to the success of the Government colleges in the Punjab is the want of a second European Professor in each. The appointments were promised when the colleges were first established three and half years ago, but they have not yet been finally sanctioned. The last orders on the subject received from the Supreme Government ruled that the appointment of a second European Professor could not be made until there were four college classes. Since January last four classes have existed in each college ; and although the number of students in some of the classes is small, yet each class, however small, requires separate tuition by European Professors, in from four to six distinct subjects of study. It is clearly impossible that the work of each college can be done by the Principal and only one European Professor.

Sports and games at both Colleges.

31. In both colleges, and the zillah schools attached to them, English games and athletic sports occupy a good deal of attention during the cold season ; and much credit is due as before to Mr. Thompson at Lahore, and Mr. Doran at Delhi, for the trouble they take to keep up a spirit of emulation in manly exercises among their scholars.

Societies for Debating and Essay writing at an end.

32. The Societies for Debating and Essay writing at the two colleges are, I may say, practically at an end, and I doubt if college students will ever be able to find time for anything more than occasional Essay writing, and that only in their third and fourth years, in addition to their ordinary studies, until after they have passed their B. A. Examinations.

Half-yearly Examinations of Colleges.

33. As no funds could be obtained for paying independent examiners during the year under review, the usual half-yearly examinations of the colleges were necessarily conducted by the Principals and Professors and myself, one subject being generally allotted to each ; but as far as possible a different subject on each of the two occasions. The results of these examinations were fully reported at the time to Government. They were, generally speaking, fair, and in some cases decidedly creditable to the Delhi College.

SECTION IV.

GOVERNMENT SCHOOLS.

A.—GOVERNMENT ZILLAH SCHOOLS.

Zillah Schools: General Statistics, &c.

36. The number of zillah schools continues at 24, and the number of scholars has fallen slightly from 8,140 to 7,922; but the daily average attendance is somewhat better than before, being 6,753 instead of 6,610, and the number learning English is also a little higher, being 6,070 instead of 6,022. The proportion of Hindus to Mahomedans is almost unchanged, being 5,768 to 1,793. There is a healthy increase in the amount of fees levied, *viz.*, Rs. 11,636, as compared with Rs. 11,264 in the previous year. The annual cost of education per head has risen by a few annas only, being now a little over instead of a little under Rs. 23.

Closing of Branches of Zillah schools for want of funds, and their conversion, as far as possible, into Aided Schools.

37. It has been necessary at some places, through the insufficiency of the Government assignment, to close one or more of the branches of zillah schools, or to convert them into aided schools, wherever local funds could be obtained towards their support. This has naturally produced a diminution in the attendance of these schools, which is likely to continue. For our efforts are now directed to the raising of local funds with a view to the conversion of as many branches as possibe into aided schools, so that more of the Government assignment may be set free for improving the main zillah schools themselves.

Services of Local Committees of Public Instruction.

38. The interest taken by Local Committees of Public Instruction in the zillah schools varies considerably at different places, from utter apathy to an intelligent and conscientious regard for their welfare.

Additional funds for Zillah Schools applied for: Supreme Government ruled that as average cost of each School already exceeded Rs. 3,003 per annum, additional funds must be obtained from fees or other local sources.

40. I have pointed out during the year the very large numbers attending our zillah schools, and the very low rate of education per head in comparison with other presidencies, and have asked for an increase of Rs. 2,000 per mensem to the Government assignment for those schools, in order to provide additional and more qualified masters, urgently required to place many of these schools on an efficient footing. The Government assignment for Normal schools was fixed a year or two ago on the above considerations, but they are apparently not held applicable to the question of the proper cost of zillah schools. For it has been definitively ruled by the Supreme Government, that at the average annual cost to Government of a zillah school in Bengal is Rs. 3,000, *that* shall be the average limit of Government expenditure on each school of the kind in the Punjab; and that as that limit is already exceeded, the cost of improving the existing

zillah schools, and of establishing new ones (there are only 24 to 32 districts, though one in each district is the limit fixed by the Secretary of State), must be defrayed from fees and other local sources.

Increased rate of fees at Zillah Schools introduced at close of year.

41. The Honorable the Lieutenant Governor accordingly ordered such moderate increase in the rate of fees to be introduced as would effect these objects. The rate of fees has therefore been increased by one-half more everywhere, and in some cases it has been doubled. The new rate came iuto effect only at the close of the year, and will no doubt show a much larger collection of fees in my next Annual Report. But when less than Rs. 12,000 have hitherto been raised during the year in fees at these schools, it is hopeless to suppose that Rs. 24,000 extra can be raised under the new rate during 1867-68, which is the additional sum required to render the schools efficient. Much less can a still larger sum be expected from that source, sufficient to bear the cost of opening new schools, and bringing their number up to the full complement of one for each district.

Trusts to assistance from Municipal Funds, backed by equivalent Grants-in-aid from Government to carry out the requisite improvement and extension of Zillah Schools.

42. Under late Rules issued by the Honorable the Lieutenant Governor for the organization of Municipal Committees at all large towns in the Punjab, Educational officers have been appointed members, and the attention of those Committees has been expressly called to the provision of the Act, under which Municipal funds can be legitimately applied to Educational among other objects. It has also been ruled by the Supreme Government lately, that grants from local funds of any kind whatever, so long as they are voluntarily made, are eligible for a corresponding grant-in-aid from Government. I look now, therefore, to the assistance we may obtain from Municipal funds, backed by an equivalent grant-in-aid from Government, to carry out the necessary measures involving extra expenditure for the improvement and extension of zilllah schools.

B.—Government Town Schools.

General Statistics.

46. The number of town schools is entered in the Returns as 82 instead of 71; but it would seem from Inspector's Reports that some of the schools promoted from the village grade do not by any means strictly fulfil the conditions necessary for such promotion, so that much stress cannot be placed on the mere increase of the number of schools noted above, nor on the corresponding increase of scholars from 6,999 to 8,598, and of daily attendance from 5,852 to 7,184. There are also 1,420 boys learning English, in place of 1,107 only. There are 5,702 Hindus, 2,332 Mahomedans, and 564 Sikhs, so that there is no appreciable variation in the proportion of the different sects. The fees collected in the previous year were Rs. 1,330, and in the year under review, Rs. 1,511. The cost of education per head in these schools is a trifle lower; *viz.*, Rs. 5-5-1, of which Rs. 3 only fall on Government.

C.—Government Village Schools.

General Statistics, &c.

48. The number of Government village schools has fallen from 1,746 to 1,660 in accordance with the policy, duly approved by Government, of weeding out all those which were badly attended and but little appreciated by the people, and of applying the saving of expenditure thus effected to raising the salaries of the most efficient and successful teachers that remained. The number of scholars on the rolls has decreased also from 55,593 to 53,757; but the daily average attendance is even better than before, being 45,298 to 45,073. The proportion of each sect among scholars remains almost unchanged, *viz.*, 26,823 Hindus to 21,264 Mahomedans, and 5,670 Sikhs and others. Those studying Urdu number 45,275; Persian, 17,580; and Hindi, 7,705; besides 262, who are acquiring the elements of English. The collection of fees amounted to Rs. 3,735, as compared with Rs. 3,782 in the previous year. The annual cost of education per head is a trifle lower than before, *viz.*, Rs. 3-11-11, of which only 0-8-9 falls upon Government.

Educational buildings erected and repaired during 1866-67.

50. Rupees 46,602 have been spent altogether on school buildings during 1866-67. Of this Rs. 14,200 were sanctioned for repairs of existing buildings, and out of the balance of Rs. 32,402-4 town and 2 village school-houses were erected at a cost of Rs. 5,445, while the balance was applied to the purchase of several Nuzool buildings used for educational purposes, and which have now permanently become the property of the department.

New arrangements introduced into the Dera Ghazi Khan district for the improvement and extension of Education.

51. I must here notice a new arrangement that is being introduced, with the sanction of the Supreme Government, in the Dera Ghazi Khan district, for the improvement and extension of all middle class and inferior schools. Rupees 4,180 per annum having been raised from private sources, *viz.* :—

		Rs.
From the Municipal Funds of the Districts ...	...	1,500
Increase to Octroi of Dera Ghazi Khan ...	...	500
Additional ½ per cent. on Land Tax of District ...	...	1,600
Contributions from Chiefs of Rajanpore Sub-division	...	320
Further additional ½ per cent. on Land Tax of ditto ...	...	260
Total	...	4,180

Government has given a grant-in-aid of Rs. 2,688 for the year, or Rs. 224 to begin with. The ordinary assignment from the Educational Cess Fund for support of Vernacular schools is to be amalgamated with the above sums, and the whole to form a fund under the Deputy Commissioner's immediate management for the maintanance of schools generally throughout the district of a lower grade than the zillah school. With the increased amount thus available, it is intended to open an Elementary English School at Rajanpore; to raise the salaries

of teachers, particularly at the best vernacular schools, and so secure the services of really competent teachers even for village schools; and to carry out such other measures as may appear to the Educational and Civil officers most calculated to render education popular and efficient. The amount available from the Educational Cess Fund is fixed and invariable, but that raised from local sources will, it is hoped, in time become larger, and in time the Government grant-in-aid will also be proportionally augmented; and thus as the requirements of the schools naturally increase with the expansion of education, so will the pecuniary means of meeting them probably become to a larger extent available. To Lieutenant Wace and Captain Minchin is due the organization of this scheme, which certainly promises well and might advantageously be applied to other districts. I trust this brief notice may induce Deputy Commissioners, generally, to turn their attention to this, or some other means of raising funds from private sources, to be supplemented by Government grants-in-aid, and the whole to be applied along with the usual assignment from the Educational Cess Fund, to the improvement and extension of schools under their management below the grade of a zillah school.

D.—Government Female Schools.

General Statistics, &c.

52. The number of these has fallen from 333 to 296, chiefly in consequence of a ruling of the Supreme Government, that the annual assignment from Imperial revenue for female schools, under the direct management of District officers, should only be applied to those in which the majority of scholars were non-agriculturists; that it should be limited to Rs. 10,000 per annum, and should only continue for three years, *i. e.*, to close of 1867-68. At the end of that time the schools supported from this source must cease, unless arrangements can be made for carrying them on in future on the grant-in-aid principle. It was also ruled that the Educational Cess Fund can only legitimately be applied to the maintenance of female as of male schools, primarily intended for, and principally attended by, the agricultural population. The number of scholars on the registers has fallen also from 6,834 to 6,198; but the daily attendance is little higher than before, being 5,534 instead of 5,363. There are 4,413 learning Urdu, 1,764 Hindi, 921 Persian, and 110 the rudiments of English. The annual cost of education per head has been reduced from Rs. 4-8-1 to Rs. 3-15-4, of which Re. 1-9-8 falls upon Government.

E.—Government Jail Schools.

General Statistics, &c.

53. The number of these schools continues at 22: the number of prisoners under instruction has fallen a little to 4,690, and the average daily attendance has been about the same as usual, *viz.*, 4,315. There are 4,398 learning Urdu, 284 Hindi, and 116 Persian. The preponderance of Mahomedans over the other sects, remarked in the last two Annual Reports, has still further declined, their numbers being 2,375 to 1,735 Hindus and 582 Sikhs and others.

SECTION V.

PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

Private College at Lahore.

55. The College Department of the Lahore Mission School has suffered, like the Government ones from want of a sufficient number of scholarships to induce students to stay through a long course of study, extending over four years from Matriculation to B. A. Degree, and also from secessions consequent on the conversion of one or two of the Mission scholars at Lahore to Christianity during the year under review. Hence the number of college students at its close has fallen from 15 to 10, of whom 4 are in their fourth year; 5 in their second; and 1 in his first year. The annual cost of education per head is shown to be Rs. 667, of which Rs. 459 fell upon Government. The only reason why this rate is lower than that obtaining in the Government colleges seems to be, that the service of the Missionary gentlemen, who act as Principal and Professors to the College Department of the Lahore Mission School can be secured without remuneration, and a nominal charge only is made for them in the accounts of the institution.

Changes in regular monthly grants-in-aid.

56. The monthly expenditure on regular grants-in-aid made under Art. V of the revised code, which stood at Rs. 6,293-8 in the previous year, has advanced to Rs. 10,785-12 during the year under review. The net increase has therefore been Rs. 4,492-4 per mensem.

Total expenditure on grants-in-aid, and corresponding expenditure from private sources in aided schools.

57. The total amount disbursed on grants-in-aid during 1866-67 has been Rs. 1,36,252, as compared with Rs. 93,258 in the previous year. As stated in para. 57 of my last Annual Report, the utmost attention has been paid to securing strict conformity from managers of aided schools with the revised code of Grants-in-aid Regulations, and the apparent deficiency in the expenditure on such schools from private sources, *viz.*, Rs. 1,01,562, as compared with the amount above noted of grants-in-aid disbursed, arises from certain schools receiving special grants, which are given without requiring an equal amount to be raised from private sources, and from some, like the Bishop's schools for children of European descent being allowed to accumulate funds for endowment and building purposes.

A.—PRIVATE SCHOOLS OF THE HIGHER CLASS.

General Statistics, &c.

58. Three new schools of this class have been added during the year under review: *viz.*, Anglo-Vernacular Mission schools at Mooltan and Bunnoo, and a school for children of European descent of both sexes held at Murree during the summer, and at Rawul Pindee during the winter. This last is attended by such very young children that it will be more properly included among middle class schools in future. The whole number of

the schools is therefore now 21, but the aggregate of scholars on the rolls has fallen from 5,297 to 4,701, and the average daily attendance from 4,061 to 4,006. There are 3,092 Hindu scholars to 1,271 Mahomedans, and 337 of other sects. The cost of education varies a good deal according to the nature of the school, those for children of European descent being naturally more expensive than the rest.

General progress, &c.

61. Only *five* of all these schools, which are considered as teaching up to the University Entrance Standard, had hitherto actually passed candidates for that examination; *viz.*, the Mission schools at Lahore, Delhi, Umritsur, Jullundur, and Loodianah, but to them must now be added Bishop Cotton's School at Simla. For further evidence of progress among these schools, I must refer to the Inspector's reports and tabular statements appended to this report. I will merely say that, to the best of my judgment and belief, all are in their different localities doing the best they can to forward the cause of civilization and enlightenment, and that the Government aid afforded them is judiciously applied.

B.—Private Schools of the Middle Class.

General Statistics, &c.

62. The number of these has increased from 52 to 73, of which 53 instead of 40 are now Elementary English schools in connection with Government Vernacular ones, but supported strictly on the grant-in-aid principle. The aggregate of boys on the rolls has risen from 1,515 to 1,692; of whom 1,198 are Hindus, 420 Mahomedans, and 74 of other sects, and exclusive of Anglo-Vernacular scholars, who have been already reckoned among those attending the Government Vernacular schools, to which Elementary English ones are attached. Including the latter, the average daily attendance comprises 197 purely English scholars, and 1,696 Anglo-Vernacular, belonging to the Elementary English, and 1,092 to the other schools of this class; or in all 2,985. On the whole, too, 3,022 are learning English, 2,187 Urdu, 1,325 Persian, and 371 Hindee. The remarks made in the preceding paragraph regarding the value of aided schools of the higher class in promoting the interests of education, are equally applicable in a minor degree to these middle class aided schools.

C.—Private Schools of the Lower Class.

General Statistics, &c.

63. The grants paid by Government to the Society for Diffusing Useful Knowledge at Lahore—(1) for Vernacular lectures, and (2) for its library, have been entered under this head, as the object in both cases is, I believe, like that of lower class schools, to teach the masses through the medium of their own vernacular. There is besides one Vernacular school at Loodianah.

Statistics of indigenous schools collected, but are scarcely trustworthy.

64. In accordance with the wishes of the Hon'ble the Lieutenant Governor, an attempt has been made, during the year under review, to collect statistics of all indigenous schools in the Punjab. This has been done through District officers, as the

inspecting agency of the Educational Department is far too limited to admit of their undertaking it. The district returns were directed to be sent to the Inspector by the beginning of October, so that, during his cold weather tour, he might be able to see such of the schools as would accept his invitation to come with neighbouring Government Vernacular schools to his camp to be examined. The Inspector was requested to give rewards to such indigenous teachers and scholars as seemed to deserve commendation, and to endeavor, from such opportunities as he and his Deputy Inspector could get during their tours, to test, and, if necessary, revise the district returns. As a rule, however, indigenous schoolmasters appear to have held aloof from the Educational officers, and the Inspector and his Deputy can in practice do little or nothing towards testing and revising the Returns. This remark is especially applicable to the formal Arabic and Sanscrit schools, in which religious studies alone are pursued, and the Koran and the Shastars are the main, if not the only, text books. The Persian schools, some of which are very good, seem more inclined than any others to accept Government aid and supervision, and it is hoped that the number of them, which will seek Government grants under Article XIV of the revised code, will increase from year to year. Rupees 2,298 were laid out in grants of this description during the year under review. I have included all indigenous schools in Statement No. VIC., private schools of the lower class, but I have omitted their statistics from the general statistics of education throughout the Punjab, and refrain recapitulating them here, because I have no means of satisfying myself of even their approximate accuracy.

D.—Private Female Schools.

General Statistics, &c.

65. The chief additions to this class of schools have been the Punjab Girl's School at Simla for children of European descent, 128 schools in the Sealkote and 50 in the Khangra district managed by Native Committees under the guidance of the Deputy Commissioner, 7 more called the Lady Lawrence girls' schools in the city of Umritsur, and 5 others at Mooltan, the last 12 being in connection with the Church Mission at those stations. Six schools managed by a Native Committee under the Deputy Commissioner's guidance at Bunnoo have been closed, and those under a Native Committee at Umritsur, which were erroneously put down last year as 288 instead of 114, have now been correctly reduced to 116. The mistake only extended to the number of schools and not to the number of scholars. On the whole, then, the number of private female schools has fallen from 696 to 651, but the names of scholars on the rolls have risen from 12,727 to 14,243, and the average daily attendance to a smaller extent, from 11,063 to 11,698; of these 8,444 are Hindus, 5,406 Mahomedans, and 393 of other sects. There are 147 learning English, 3,703 Persian, 3,662 Urdu, and 8,507 Hindi, including probably Goormookhi. The annual cost of education per head, *viz.* Rs. 313, is higher at the Punjab Girls' School than at any other of the schools for children of European descent, whether for boys or girls. Considering that the Christian Girls' School

at Lahore too, in connection with the American Presbyterian Mission, is attended almost exclusively by Native children, the cost of education there, *viz.*, Rs. 81, seems rather high. With these exceptions, the cost of education seems moderate enough at these schools, and the average, on the whole, is less than Rs. 5 per annum, of which Rs. 2-13-9 falls upon Government.

SECTION VI.

Institutions for Special or Professional Education.

A.—Government Normal Schools.

General Statistics, &c.

66. The 7 Government Normal schools contained rather fewer students than usual at the close of the year under review, *viz.*, 279 instead of 294 as in the previous year; and the daily average has been only 236 instead of 269. The Mahomedan students still preponderate greatly, except at Delhi, being 173 to 92 Hindus, and 14 of other sects. All learn Urdu, and nearly all Persian; while the elements of English are studied by 108 and 13 read Hindi. Owing to the smaller attendance, the cost of education has also increased from Rs. 116 per head to Rs. 149, of which, however, only Rs. 7 fall upon Government. This rate contrasts favorably with that ruling in the only Private Normal school of the same description, *viz.*, that belonging to the Christian Vernacular Education Society at Umritsur, where each pupil costs annually Rs. 364, of which nearly Rs. 92 fall upon Government.

General progress, &c.

67. These institutions continue to work as satisfactorily as can be expected. The great difficulty is to secure the willing attendance of good students, from among town and village teachers, or candidates for those posts on the small stipends varying from Rs. 3 to 5 per mensem, which are allowed by Government for the purpose. There can be no doubt that the men who do attend the Normal schools, with the exception of an incorrigibly lazy or stupid man occasionally received, are very much improved by their training; but it is to be regretted (though it can scarcely be avoided), that some of the best do not afterwards stick to the scholastic profession, but seek more lucrative employment in other departments; while the vast majority have so little real love for learning for its own sake, that they make no effort to keep up much of the knowledge they have acquired, and before long fall off sadly in their educational attainments. I reported fully on these and other points connected with the Government Normal schools, with reference to the Lieutenant Governor's remarks in para. 12 of his review of my last Annual Report for 1865-66, and the explanations given in my No. 412, dated 5th December 1866, were considered satisfactory by His Honor, so that it is needless to enter into details again.

Decline in number of Normal students, who have gained certificates of qualification, explained.

68. In consequence of the term of instruction having been prolonged, and some of the students who do not pass out of the preparatory class in due time, being returned to their districts as unsuited for the training of schoolmasters, the number of students who have left the Normal schools with certificates of qualification has considerably decreased; *viz.*, from 177 in 1865-66, to 51 only during 1866-67.

Trained and untrained teachers at present employed in Vernacular Schools.

69. Of 1,852 teachers now employed in Government Vernacular schools, 1,285 have attended some Normal school, and with the exception of 219, who failed to pass, have gained certificates of qualification of one grade or another. There are 155 now under instruction, and 412 still to be sent for training.

B.—Private Normal Schools.

General Statistics, &c.

70. To the 3 Female Normal schools under private management which previously existed, has been added 1 for male students at Umritsur, which is in connection with the Christian Vernacular Education Society, and under the management and personal tuition of Mr. C. J. Rodgers himself, I believe, a trained teacher from one of the Normal colleges at home, who has been in India for the last three years, and devoted himself to the study of its languages. The attendance at this school is very small, the daily average being 12, and the cost of education is consequently as high as Rs. 364 per head. The Female Normal School at Delhi, belonging to the S. P. G. Mission, continues to work most successfully, and several of the students have gained situations as schoolmistresses in the neighbourhood. Of the Female Normal schools at Lahore and Umritsur, under the management of Native Committees, I know nothing, except from reports occasionally received at long intervals from those Committees; for the schools are not open to Government inspection, and the interference of Educational officers has been prohibited. From one of these reports lately received from Umritsur, however, I gather that the students of the so-called Female Normal School are not women but men, who agree or promise to teach their female relatives, after they themselves have been duly educated. These men are provided with the usual stipends during their course of education. On the whole, there are at the 4 private Normal schools, 107 students, male and female, and the daily average throughout the year has been 89. Of these 64 are Hindus, 40 Mahomedans, and 3 others; 6 learn English, 26 Persian, 44 Urdu, and 57 Hindi. The annual cost of education per head comes to Rs. 114, of which Rs. 37 falls upon Government.

SECTION VII.

Scholarships.

College Scholarships.

71. The final orders of the Supreme Government on the subject of college scholarships were, that only one-third of the students actually attending colleges in

the Punjab, whether Government or Private, who had passed the First Arts and Entrance Examinations of the Calcutta University respectively, should receive them at the average value ruling in Bengal for senior and junior scholarships at Government colleges. Under these orders college scholarships have been sanctioned for students from 1st January 1867, to the value of Rs. 280 per mensem.

Scholarships at Government Zillah Schools.

72. The aggregate number and value of scholarships given in zillah, is a little higher than before, being 230 of the value of Rs. 404-8 per mensem, instead of 215 only worth Rs. 382 per mensem.

SECTION VIII.

Employment of Students in the Public Service.

Students of Government Colleges and Zillah Schools obtain employment with ease; but purely Vernacular scholars with difficulty.

73. At the Lieutenant Governor's suggestion I have compiled a return, showing as far as can be ascertained, the present position and salary or income of all belonging to Punjab schools, whether Government or Private, who have passed the Entrance Examination of the Calcutta University. Omitting two head masters at the top of the list, it will be seen that one student holds a Government appointment of Rs. 200 per mensem, another of 120, and two tutorships to Native Chiefs of 100; while all the others except those continuing their studies at some one of the Punjab colleges, have taken up official or private employment, and are earning incomes varying from Rs. 90 to 25 per mensem. These facts, and the statistics given in Mr. Willmot's Report of the employment obtained by boys leaving the Delhi Zillah School during 1866-67, bear me out fully in the opinion I have always expressed, that the Native youth educated at our zillah schools and colleges can always obtain a decent livelihood, even if their English attainments are but slight. But it is by no means equally easy to find employment for the youth educated at our Vernacular schools, because, in the nominations to Vernacular offices under Government, no practical value is set upon many subjects taught in those schools, which cannot well be omitted from the curriculum without ignoring what are, I may say, universally held to be the elements of a liberal education by every civilized nation. The question of an elementary examination of candidates for subordinate Government employ, which was brought forward some three years ago, with a view to obviating this difficulty, and was referred to in para. 68 of my last Annual Report for 1865-66, appears to have been dropped.

SECTION IX.

The English Language in Indian Education.

The stagnation and in some cases decline of English education accounted for.

74. The usual table of the numbers learning English at various kinds of educational institutions throughout the Punjab, does not show the same expansion of English education during 1866-67 as in previous years. In the case of Government col-

leges and zillah schools, I attribute the stagnation to want of funds for scholarships in the former, and for a larger and more efficient educational staff in the latter, and for the extension and improvement of their branch schools. These causes, however, scarcely affect the aided schools, and the positive decline in the numbers learning English at such institutions arises, to the best of my judgment and belief, from the panic, as it were, consequent on the conversion to Christianity of one or two Native scholars belonging to the American Presbyterian Mission School at Lahore. This has undoubtedly re-kindled prejudices against the study of the English language among Natives in many parts of the Punjab. And while on this topic, I cannot conscientiously omit to notice that a movement, with which to some extent I cordially sympathize, for promoting Oriental education and encouraging Vernacular literature, which was started at Lahore some two years ago, and during 1866-67 has been pressed, under the Lieutenant Governor's patronage, upon the attention of all Government officials and the Native chiefs and gentlemen of the Punjab, has had a bad effect on the progress of English education; however little such a result may have been expected or wished for by the promoters of the proposed Oriental University at Lahore. The injury, however, is certain not to be permanent.

Students of English at	At the close of				
	1862-63.	1863-64.	1864-65.	1865-66.	1866-67.
Government College	...	7	31	36	31
" Zillah Schools	2,516	4,398	5,665	6,022	6,070
" Female Schools	...	53	162	188	110
" Jail Schools	...	31	154	1	...
Private Aided Colleges	...	...	16	15	10
" Schools of Higher Class ...	2,420	2,538	3,355	4,276	3,036
" " of Middle Class ...	...	...	1,745	2,454	3,022
" " of Lower Class ...	898	1,332	...	...	...
" Schools, Female	...	...	102	109	147
Government Normal Schools ...	...	...	39	79	108
Private Aided Normal Schools ...	...	...	...	...	6
Total ...	5,834	8,359	11,269	13,181	12,740

SECTION X.

Book Department.

Purchase of stock.

75. During the year under review, the books brought on stock have numbered 1,28,408, and cost Rs. 42,497, as compared with 1,64,265 and Rs. 55,324 in 1865-66, which was an exceptionally high year in this respect. Of the above, 52,802 were English books, worth Rs. 25,861; and 75,606 Oriental, worth Rs. 16,636.

Supply of books to branch depôts, &c., and amount credited to Government.

76. Books to the number of 1,00,352, and to the value of Rs, 32,727 have been supplied during 1866-67 for sale, &c., to district depôts, head masters, &c.; from whence Rs. 46,500 have been recovered, and paid into the Lahore Treasury on account of sale proceeds of the books supplied in that and previous years.

Actual sales.

77. The *bonâ fide* sales of the year under review have comprised 84,954 books, &c., valued at Rs. 22,658 ; being 13,900 less in number, and Rs. 3,567 less in value, than those of the previous year.

Books distributed for School and Library use and as prizes.

78. Three thousand nine hundred and seventy-eight books, maps, &c., to the value of Rs. 1,973, have been gratuitously distributed for use among Government Vernacular schools; and 9,395, worth Rs. 3,664, have been given away in prizes. Jails have also been supplied with 958 books, worth Rs. 145. Books of reference, &c., to the number of 726, and to the value of Rs. 3,288, have been sent to the libraries of colleges and the best zillah schools. Each Inspector of Schools has been furnished with a telescope and magic lantern with suitable slides, in order that they may be exhibited at schools and educational gatherings during Inspector's cold weather tours, or whenever a suitable opportunity occurs.

Government Educational Press.

79. In the course of the year, 57,672 books worth Rs. 10,635, have been brought out at the Government Educational Press in connection with my office.

New School Books.

80. The following new books have been published by the department :—*Isharatu-l-talim*, a Manual of Method for Normal schools and teachers, compiled by Moulavi Karim-ud-din, Deputy Inspector Lahore Circle, under the guidance and with the aid of Mr. Alexander, the Inspector of Schools in that Circle ; *Nukat* and *Rukat-i-Ghaleb*, a Brief Grammar and Letter Writer in Persian, by Nawab Asudullah Khan of Delhi ; *Chiragh-i-hidayati*, Moral Lessons in Urdu by Moonshi Muhammad Ali.

EXTRACTS FROM THE REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION IN OUDE, 1866-67.

II.—Financial and General Statistics.

13. The following statement shows the actual expenditure during the year. Of the total outlay, 7 per cent. was for Direction, 8 for Inspection, and 85 for Instruction.

Charges.	Expenditure during 1866-67.	
	From Imperial Funds.	From Local Funds.
	Rs. A. P.	Rs. A. P.
Direction and its Subsidary Charges	16,874 15 11	
Inspection and its Subsidary Charges	17,840 12 6	693 0 0
Instruction (including all Educational Expenditure not coming under the above heads)	1,19,962 10 6	86,930 3 4
Total ...	1,54,678 6 11	87,623 3 4

14. The Imperial grant for the year (11 months) was Rs. 1,69,286, of which Rs. 1,54,678 was expended. Of the savings (Rs. 14,608), nearly all (Rs. 13,000) occurred under the head "Grants-in-Aid." The term "Local Funds" includes all money expended on education in connection with this department, except the grant from Imperial revenue. It thus comprises—(1) the Educational cess; (2) Subscriptions by the Native Gentry; (3) School Fees; and (4) the Private Resources of Missionary and other Private schools under inspection. Of these funds, those in the first two classes only pass through Government treasuries, and are local funds in the technical acceptation of the term.

15. The following statement shows receipts and expenditure on account of the Educational cess during the year. The total collections were Rs. 45,077, against Rs. 23,926 in the preceding year. I explained fully in my last Report the principle on which this fund is expended, showing that a large outlay in training teachers is necessary before schools can be opened with any chance of success. I need add nothing now, but call attention to the fact that the expenditure on schools has largely increased, being Rs. 13,083 against Rs. 5,803 in 1865-66.

	Receipts.			Expenditure.				Balance on 31st March 1867.
	Balance 1st May 1866.	Cess collected during 1866-67.	Total.	On account of Normal Schools.	On account of Village Schools.	Miscellaneous.	Total.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Total ...	11,642	45,077	56,719	16,784	13,083	1,800	31,667	25,052

16. Subscriptions by the Native gentry of the province amount to Rs. 59,426 this year against Rs. 65,760 in 1865-66. Of this sum Rs. 25,622 was for Canning College, and the remainder (Rs. 33,804) for general expenditure in the district which provide it. The latter is in the hands of local officers and subscribers.

17. The total amount of fees paid by pupils in all classes of schools during the year was Rs. 11,410, against Rs. 10,201 in 1865-66.

18. The following comparative statement, which is similar to that given at paragraph 13 of my last Report, shows details of schools,

attendance, and expenditure for the year compared with 1865-66. Whilst the total expenditure has increased 13 per cent., the number of pupils has increased from 10,476 to 16,265, or 55 per cent., and the number of schools from 170 to 386. It will be seen that the increase is principally in village schools:—

Heads of Expenditure.		Number of Institutions.	Number of Pupils on Rolls on 31st March 1867.	Average Number of Pupils on the Rolls in the year.	Average Attendance during the year.	Total Expenditure.	Charged to Imperial Revenue.	Charged to Educational Cess.	Charged to other sources.	Annual Cost of Educating each Pupil. Total Cost.	Annual Cost of Educating each Pupil. Cost to Government.
										Rs. A. P.	Rs. A. P.
Direction	1865-66 ...	...	...	...	...	17,125	17,125	...	...	...	...
	1866-67 ...	...	...	...	...	16,875	16,875	...	...	...	...
Inspection	1865-66 ...	...	...	...	...	5,856	5,856	...	...	...	...
	1866-67 ...	...	...	...	...	18,534	17,841	693	...	...	...
Zillah Schools	1865-66 ...	10	1,395	1,339	1,089	38,301	32,876	...	5,425	35 2 8	30 3 0
	1866-67 ...	10	1,427	1,364	1,128	36,935	31,913	...	5,022	32 11 11	28 4 8
Anglo-Vernacular Tahsili Schools	1865-66 ...	19	1,907	1,711	1,424	28,590	19,455	...	9,135	20 1 3	13 10 7
	1866-67 ...	19	2,072	1,899	1,593	25,938	17,168	...	8,770	16 4 6	10 12 5
Vernacular Tahsili Schools ...	1865-66 ...	15	1,082	839	665	8,315	7,298	175	842	12 8 0	10 15 7
	1866-67 ...	15	1,089	1,012	812	7,957	6,919	262	776	9 12 9	8 8 4
Village Schools	1865-66 ...	61	2,004	1,236	1,094	5,082	...	4,731	351	4 10 4	...
	1866-67 ...	264	7,462	6,758	5,294	10,570	...	9,880	690	1 15 11	...
Government Female Schools	1865-66 ...	...	...	...	...	...	...	...	...	...	...
	1866-67 ...	6	83	81	64	187	...	8	179	2 14 9	...
Normal Schools	1865-66 ...	2	392	320	280	18,220	4,460	13,244	516	65 1 2	15 14 10
	1866-67 ...	2	206	293	266	24,359	3,911	20,241	207	91 9 2	14 11 3
Higher Private Schools	1865-66 ...	4	1,135	959	720	44,687	28,777	...	15,910	62 1 0	39 13 11
	1866-67 ...	4	1,089	1,107	845	46,419	30,313	...	16,106	54 14 11	35 14 0
Middle Ditto Ditto	1865-66 ...	12	987	840	677	10,395	3,829	...	6,566	15 5 8	5 10 6
	1866-67 ...	16	1,189	1,114	889	*15,483	†6,555	...	‡8,928	14 2 10	6 1 2
Lower Ditto Ditto... ...	1865-66 ...	36	1,240	1,053	878	7,372	2,409	...	4,963	8 6 4	2 11 10
	1866-67 ...	38	1,325	1,195	826	6,974	2,952	...	4,022	8 5 7	3 9 2
Private Female Schools	1865-66 ...	11	325	303	249	11,417	2,726	...	8,691	45 13 7	10 15 2
	1866-67 ...	12	323	327	243	10,602	3,117	...	7,485	43 10 1	12 13 3
Prizes	1865-66 ...	...	...	...	...	...	...	...	...	...	...
	1866-67 ...	...	...	...	...	454	454	...	...	...	...
Miscellaneous (Buildings, Repairs, &c.)	1865-66 ...	...	...	...	...	850	850	...	...	...	...
	1866-67 ...	...	...	...	...	9,181	7,381	1,800	...	...	...
Institutions of Science and Art (Book Dept.)	1865-66 ...	...	...	...	...	15,099	13,944	1,155	...	...	...
	1866-67 ...	...	...	...	...	11,834	9,279	2,555	...	...	...
Total ...	1865-66 ...	173	10,467	8,600	7,076	2,11,309	1,39,605	19,305	52,399	...	...
	1866-67 ...	386	16,265	15,150	11,960	2,42,302	1,54,678	35,439	52,185	...	...

* This item includes Rs. 1,158 on account of Government building grant to Futtehpore Aided School, and Rs. 1,720 on account of expenditure from subscriptions towards building the Futtehpore and Zeidpore Aided schools.
† This item includes Rs. 1,158 on account of Government building grant to Futtehpore Aided School.
‡ This item includes Rs. 1,720 on account of expenditure from subscriptions towards building the Futtehpore and Zeidpore Aided Schools.

19. In the two following statements the whole number of pupils are classified—(I) with reference to social *status*; and (II) with reference to creed. With reference to Statement I, it should be remarked that the Returns from village schools show only a distinction between agriculturists and non-agriculturists, and the latter are all included in Column 9. Statement II shows that 3,838, or nearly one-third of our pupils, are Mahomedans. Complaints are often made that Mahomedans do not, as a rule, attend Government schools. This is not true of Mahomedans in Oude. The proportion is probably larger than that of Mahomedans to Hindus in the whole population of the province :—

Statement I.

Description of Schools.	Talookdars.	Zemindars.	Cultivators.	Merchants, Bankers, or Shop-keepers.	Government Servants.	Professional Men, including Writers, Doctors, Kaisths, Teachers.	Artizans, as Smiths, Carpenters, &c.	Others.	Total.
1	2	3	4	5	6	7	8	9	10
Village Schools	...	...	3,079	...	...	...	...	4,383	7,462
Other Schools	87	596	993	1,865	1,122	2,169	432	1,539	8,803
Total ...	87	596	4,072	1,865	1,122	2,169	432	5,922	16,265

Statement II.

	Hindus.	Mahomedans.	Others.	Total.
Pupils	12,313	3,838	114	16,265

III.—University Examination.

20. In December 1865, Oude sent its first students to compete for the University Entrance Examination. This event, as an indication of educational progress, and a sign that the province is making up for past disadvantages, and step by step advancing to an equality with the

older provinces, is interesting. The following statements show the results of the examinations in 1865 and 1866 :—

Statement I.

Years.	Number of Candidates.	Passed	
		From Government Schools.	From Private Schools.
1865	11	...	6
1866	23	...	6

Statement II.

Names of Institutions.	Number of Candidates.	Passed in			Failed in			
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History and Geography.	Mathematics.
Canning College	17	...	4	2	10	...	2	6
Fyzabad Zillah School	4	...	...	...	3	...	2	3
Oonao Ditto	2	...	...	...	2	...	1	1
Total ...	23	...	4	2	15	...	5	10

21. The failure of the candidates from Fyzabad and Onao Zillah schools last December was a disappointment to the pupils and their teachers, but is really not suprising. Boys usually take seven or eight years to reach the Entrance Examination standard, whilst those who failed had not been reading five years, and, from a deficiency in the number of teachers in the two schools, had, for the year preceding the examination, been left pretty much to themselves. The circumstances of the two schools will be described further on—I need only say here that the unsuccessful candidates have resumed their studies with much spirit, and under more favorable circumstances, and will present themselves for examination again in December next. Of the 12 Canning College students who passed the Entrance Examination in 1865 and 1866, 8 are reading for the First Examination in Arts.

IV.—Government Schools.

23. The increase, as compared with the preceding year, is shown below:—

Description of Institutions.		Number of Institutions.	Number on the Rolls during 1866-67 (Monthly average).	Average daily attendance.	Total Expenditure.	
					From Imperial Funds.	From Local Funds.
					Rs.	Rs.
Government Schools ...	1865-66	107	5,440	4,552	64,089	34,418
	1866-67	316	11,407	9,157	59,911	46,035
					Decrease.	
	Increase ...	209	5,967	4,605	4,178	11,617

The increase is principally due to village schools opened during the year. It will be observed that the average attendance of pupils is 80 per cent. of the number on the rolls; this is somewhat less than in the preceding year; but the falling-off is explained by the fact that the pupils of village schools which now form so large a proportion of the whole are frequently required to assist in agricultural operations. Omitting village schools, the average attendance is nearly 84 per cent., which for India is a high proportion. The attendance at village schools was 78 per cent.

24. To save repetition, I insert here a general statement of fees collected at Government schools, instead of giving separate table under each class of schools:—

Description of Institutions.			Rates charged.	Amount of Fees collected during 1866-67.		
				Rs.	A.	P.
Government	Schools of the High Class	... ...	1 anna to 2 Rs. ...	1,731	12	9
	Do. Middle Do.	... ...	3 pie to 1 Re. ...	1,185	11	5
	Do. Lower Do.	Tahsili	6 pie to 8 annas ...	450	13	5
		Village... ...	3 pie to 4 annas ...	680	6	7
	Total ...		3 pie to 2 Rs. ...	4,048	12	2

A.—Zillah Schools.—(Schools of the Higher Class.)

26. *Zillah schools are, on the whole, well maintaining their position—the total number of pupils, the average attendance, and the income from fees, although the latter is for eleven months only being each in advance of last year.*

27. *It is unfortunate that, with one or two exceptions, the* sudder stations of Oude are in themselves very insignificant places. Omitting Lucknow, where there is no zillah school, Fyzabad is the only considerable town in the province, and the school there has now 300 pupils. Roy Bareilly is a tolerably populous place, and the Government and Mission schools together have 211 pupils, although both institutions are comparatively new, neither having existed three years. *The attendance at both Fyzabad and Roy Bareilly will most probably still further increase. The remaining eight stations are scarcely better than villages. The number of pupils in these schools will, I hope, increase as the stations improve and education permeates strata of society not yet touched;* but we cannot fairly expect any immediate or rapid increase. In the Punjab the average attendance at the 24 zillah schools in 1865-66 was set down at 6,610, which gives an average of 275 per school. This large attendance has been attained within the last two or three years by a system of branch schools located in populous mohullahs of towns in which zillah schools are situated; the branches are connected to some extent with the central institution, and their pupils are therefore all counted in the Zillah School Return. Sudder stations in Oude afford little scope for this system

28. As might be expected, a large proportion of the pupils admitted into superior schools leave without ever reaching the higher classes, and therefore carry away with them only a comparatively small portion of the instruction we are prepared to impart. At the beginning of the past year, the number of pupils on the registers of zillah schools was 1,395; during the year 910 left, and 948 were admitted—that is to say, 65 per cent. of the material on which our teachers' work has been changed during the year. It should, however, be remarked that a considerable number of the changes arise from a mere transfer of pupils from one school to another, owing to their guardians changing residence, or from the system adopted regarding scholarships, which will be described further on. In such cases nothing is lost, for the boys resume their studies in one school just where they left off at the other. Again, it should be observed that there is a certain proportion of our students (which may be taken at from one-third to half of the whole), who come to school well knowing that education is a work of time, and fully prepared to remain. Changes among this class of pupils are not frequent. I have watched the fluctuations in attendance during the year with much interest, and have taken pains to discover the cause, and adopt any check which appeared practicable. Head masters send every month a detailed statement showing the age and social position of each pupil who leaves school, with the time he remained, and the cause of his

removal. A large proportion are struck off the rolls for inveterate irregularity, resulting most frequently from poverty ; then comes change of residence, "obtained employment," "gone in search of employment," "father required him to work," "too poor to remain," and occasionally "gone to a Maktab" (Indigenous School). These are the proximate causes; but the real difficulty is the absence of a large middle class, intelligent enough to appreciate a superior education, and rich enough to keep their children at school. Government *employés*, especially those whose duties require a knowledge of English, form a nucleus of such a class, which is gradually being strengthened by the more advanced zemindars, bankers, and shop-keepers; but as a rule these persons find it hard to give up the idea that the education they and their forefathers have received is sufficient for their children; they are beginning to send their boys to our schools, but think it unreasonable that we should want to keep them six or seven years. In some schools, teachers have been told to levy a small entrance fine, and to raise the minimum monthly fee from one to two annas,—the object being to check levity and keep boys out who do not intend to make some effort to stay. I am, however, averse to going too far in this direction at present, lest we should debar really poor boys from obtaining the small amount of instruction which they can afford. I am convinced that even one or two years' attendance at a school is very beneficial: a pupil learns to read easy Vernacular books, to write an ordinary letter, and work sums in "the four Rules." This is not to be despised; but it is not all the benefit he derives from his short career at school—he comes in contact with a superior civilization, grows accustomed to regular discipline and punctuality, imbibes a respect for education and for that refinement and civilization of which so many signs are apparent in a well-ordered school, and lastly, gains impressions of the beneficent intentions of Government, which we may reasonably hope will remain in after life. I have no statistics to enable me to judge whether the attendance at school in Bengal and the North-Western Provinces fluctuates as much as that of schools in Oude. In the Punjab there were 7,302 pupils on the rolls of zillah schools at the close of 1864-65; during the ensuing year 7,290 (or nearly 100 per cent.) left, and 8,250 were admitted. We are, therefore, in this respect more fortunate than Punjab.

Local funds were expended as described in para. 18 of my last Report. The school libraries, which are provided from fees, are slowly increasing.

31. In September last a general examination of Anglo-Vernacular schools was held—the four senior classes by means of written papers, the lower classes orally by the several head masters. It is proposed to hold a similar examination every year, and to include in it, as soon as practicable, the more advanced Vernacular schools. The marks gained for a First Examination are tolerably satisfactory.

32. At the beginning of the year the course of studies prescribed for each grade of Government schools was carefully revised, and some changes made.

33. From the first considerable practical difficulty has arisen from the fact of there being in Oude two entirely distinct Vernacular characters—Urdu and Nagri—each having claims of its own not to be lightly neglected. The common-spoken language of the province is Hindi, with a large admixture of Persian words, the proportion of the latter varying from a maximum in our law courts to a minimum in remote country villages. The written characters in actual use are Urdu and Nagri, with its corruptions Kaithee and Mahajani. Urdu is easier than Nagri to write, and, being the character used in our courts, and a kind of *lingua franca* understood all over India, is most useful to boys in after-life. On the other hand, Nagri has the more perfect alphabet, is far easier to read, and is the Native dress of the vernacular of the province. Kaithee and Mahajani are merely corrupt forms of Nagri, the tops of the letters being omitted, the vowels wholly or partly left out, and the letters themselves mutilated. I believe no such thing as a printed book in Kaithee or Mahajani exists; but bankers, shop-keepers, and putwaris (village accountants) keep their accounts in these characters, and use them in their business correspondence. As a general rule, the persons just named cannot read the printed Nagri at all, and look upon it as rather a useless accomplishment. In attempting, then, to judge from present usage what vernacular characters should be taught in schools, the case stood thus—all persons connected with courts and offices, all candidates for Government employment, all Mahomedans, and nearly all educated Hindus, use Urdu (the character introduced by the Mahomedan Rulers); pundits and other Sanskrit scholars write pure Nagri; whilst the whole trading community adopt the corrupted forms mentioned above.

34. From the outset Kaithee and Mahajani have been excluded from the course of studies, there being no books, and it being well known that a Nagri scholar can master the two written characters in a few weeks. As regards Urdu and Nagri, no favor was shown. A pupil, on entering a Zillah or Tahsili School, was allowed to choose either, and confine his attention to that exclusively. This proved to be practically very inconvenient, for, though the Urdu element preponderated largely, each class was broken up into an Urdu and Nagri section, requiring separate tuition, which, with the number of teachers available for each school, it was impossible to supply. Under the new scheme all pupils in zillah schools are taught Urdu, experience having shown that this, though essentially foreign, is under present circumstances, far more popular than Nagri. Each class, however, from the fourth to the seventh, unless specially exempted, is sent for one or two hours a day to the pundit, *to learn to read and write the Nagri character.*

35. In the old zillah scheme English was not taught in the sixth and seventh classes. To make room for a more gradual approach to the Entrance Examination course, the English Primer is now taught in Class VI. Persian Grammar and Reading have also been made a part of the course, with a view to improve the Vernacular Urdu. Native scholars are unanimous in the opinion that elegance in Urdu composi-

tion can be attained only by reading Persian, and they regard time spent in reading Urdu as thrown away. These views are no doubt exaggerated; but, as there are a large number of Persian words and phrases in the current language of the province, a knowledge of Persian is doubtless useful, and, as it is moreover a very favorite subject among respectable Natives, Hindu scarcely less than Mahomedan, the change is likely to be popular.

38. At the beginning of the year under review, the sanctioned establishment for zillah schools was—5 masters for Fyzabad, and 4 for each of the remaining 9 institutions, making a total of 41 teachers. In February last sanction of Government was received to 3 additional masters for Fyzabad School, and 1 each for Gondah, Oonao, Sultanpore, and Seetapore, making a total of 48. The number of classes at work, after reducing them as described above, was 58, and several of these, being very large, are broken into sections, so that the total number of groups for whom instruction has to be provided may be set down at 70. The additional teachers recently sanctioned will be most useful, and, with the aid of assistant masters and monitors paid from subscriptions and fees, zillah schools will now, I hope, be able to go on smoothly for another year.

B.—Anglo-Vernacular Tahsili Schools (Middle Class Schools).

English Teacher.
Urdu Ditto.
Nagri Ditto.

42. There are 19 schools of this class. At 11 (*i. e.*, one in each district except Lucknow) an establishment as noted in the margin is maintained from Imperial funds. At the remaining 8 schools the Vernalar establishment only is paid by Government; but one or more English teachers, on salaries varying from Rs. 25 to 80, are paid from subscriptions. Since the close of the year the sanction of Government has been received to grants-in-aid from Imperial funds to the extent of half the cost of the English departments of 4 out of the 8 schools. The principle thus sanctioned is important.

44. These schools have maintained their popularity and usefulness. The total number on the rolls, average attendance, and amount of fees collected, show a decided improvement on the preceding year. In 5 schools the average attendance is slightly less than in 1865-66, in 3 it is the same, whilst in 11 schools it has increased.

45. The total expenditure on the 19th schools for the 11 months was Rs. 25,938, which was made up thus:—

	Rs.
From Imperial Funds	17,168
" Subscriptions	7,569
" Fees	1,186
" Other sources	15
Total ...	25,938

Each pupil cost Rs. 16-4-6 for the year, of which Government paid Rs. 10-12-5.

46. In schools of this class we endeavor to give a good Vernacular education, and, in addition, sufficient English to fit a man to be a clerk or to fill similar positions requiring ability to read, understand, and copy any ordinary English composition. Till this year the course of studies was the same as for the lower classes of zillah schools. As, however, the object of the two kinds of institutions is different, it was thought desirable to draw up a separate scheme for schools of this class, complete in itself, and yet such as could be got through in about five years. Use is made of the Vernacular as a medium for imparting knowledge on general subjects, whilst English is read merely as a language. The scheme now used provides that Urdu or Nagri may be selected (according to locality) as the principal Vernacular, in which instruction is imparted in Grammar, Geography, Arithmetic, Mensuration, and the Elements of Algebra and Geometry. The second Vernacular, however, is not entirely neglected. Wherever practicable, each class learns to read and write it. English Reading and Writing are taught in Classes I to IV, and English Grammar in Classes I and II.

48. It will be observed from what has been said that these schools cannot be condemned, as such institutions sometimes are, for giving only a "smattering of English." Whatever may be thought of the value of "a little English," none can object to the substantial Vernacular education at which we aim; but it may well be doubted whether the imperfect knowledge of English gained at such institutions is so worthless, or the process by which it has been acquired so little deserving of respect, as is sometimes imagined. The study of a foreign tongue is, and always has been, considered good mental discipline, and a very proper part of school education. There seems no reason why English, which to Natives of India is a most difficult language, should be an exception to this rule. But, besides the mental training involved, there are many practical advantages connected with the study of English, even to the extent practicable at such schools as these. It leads, in many cases, to profitable employment, opens the way to closer and easier intercourse with the ruling race, and gives to those who have inclination and ability to follow up their studies, the key to a literature which is certainly not less valuable to a Native of India than any foreign literature, ancient or modern, is to Englishmen. Nor must it be supposed that *none* of the pupils at these schools do follow up their studies. During the past year the more advanced Tahsili schools have each sent 2, 3, or 4 representatives to the neighbouring zillah schools, and there is every probability that those who show special ability will in due time find their way to Canning College, and eventually become as good English scholars as can be found anywhere in India.

52. The Inspector makes the following general remarks regarding schools of this class:—"It has been found very difficult to keep the Anglo-Vernacular schools in good working order. To manage them efficiently, the head master should possess an amount of English knowledge which can rarely be got for the money available. Hitherto no suitable men have produced in this province, and it has been necessary to import them from the North-Western Provinces and Bengal. Drawing them from their native land implied paying them more than

they could get at home. Men who have received an English education object to being sent to out-of-the-way places. If a man is really worth having, he will soon find more congenial employment elsewhere. In a few years plenty of well-educated young men will be coming out of our own schools, and these will be very glad to serve on small salaries near their own homes."

53. The difficulty above alluded to is one that must arise where education is in its infancy. Imported labor is always expensive, and we may look forward with confidence to the times when more efficient teachers will be available at the salaries we offer. At the same time it should be remarked that we have little reason to complain of our present teachers. With few exceptions, they have done extremely well.

C.—Vernacular Tahsili Schools.

The average attendance has risen from 665 in 1865-66 to 812 in 1866-67, or more than 20 per cent. The attendance is over 80 per cent. of the average number on the rolls. Each pupil costs nearly Rs. 10 per annum, of which Government pays Rs. 8½.

The Practising School connected with the Normal School, Lucknow, has now 89 pupils, and is a useful institution. The students of the Normal School attend in turn to learn their practical duties, and considerable pains are taken to make the institution as good a model as possible.

Village Schools.

Two hundred and three new schools have opened during the year, and at its close 7,462 pupils were under instruction. Of the whole number of schools, 100 have only been open seven months, and 102 more only three months. It takes some time to get the full confidence and respect of the villagers, so that the attendance is less than it will be: nevertheless the statement shows an average of nearly 28 boys per school. As the majority of the schools have been open less than a year, the average expenditure (Rs. 40) per school is not to be taken as the normal rate. The average ordinary cost of village schools will probably eventually be about Rs. 100 per annum per school.

65. It may be well here to state briefly what we hope to be able to accomplish in this direction when the cess is fully levied. The cess is expected to yield about Rs. 11,000 per district per annum. Of this Rs. 1,000 will be absorbed by the Normal School, and about Rs. 1,500 for books, rent, repairs, &c., leaving Rs. 8,500 for teachers, which, at an average of Rs. 100 each, will give 85 village schools per district, or 1,020 for the province. The area of Oude is about 23,000 square miles. Deducting the area of towns, which are provided with superior schools and jungles, which will require none, we may set down the area of the agricultural districts at 20,000 square miles. This gives one village school to every 20 square miles—*i. e.*, we shall be able to place a school under a well-trained and fairly-paid teacher, within two and a half miles of every child in the province.

66. In my last Report I described the course of studies for village schools, and though some of the text books have been changed, the course is substantially the same. With reference to this subject, the following general direction is given at para. 7 of the "Instructions to Deputy Inspectors :"—"In all schools the Deputy Inspector's first efforts should be to secure good Reading, Writing, and Arithmetic. He will insist on the reading being slow and distinct, and intelligent to a person without a book. Teachers should be urged to pay particular care to the Hand-writing. Copy-books should be used in every school, and special rewards given for neat and distinct writing. Writing from dictation should be practised frequently, and the senior boys should be taught to write letters, petitions, &c. In Arithmetic accuracy and neatness should be required."

67. With very few exceptions, the teachers now in charge of village schools have been trained in the Normal School, Lucknow. I stated in para. 44 of my last Report that the salaries of village teachers varied from Rs. 6 to Rs. 10 per mensem, and expressed an opinion that less than Rs. 6 ought not to be given to a man "supposed to be capable of instructing the rest of the village." In these views the Chief Commissioner was pleased to concur. The marginal note shows the salaries drawn at the close of the year—Rs. 10 being the maximum, Rs. 6 the minimum, and the average Rs. 7¼.

Number of Teachers.	Salary of each.
7 Teachers, at ...	Rs. 10 per mensem.
29 „ ...	„ 9 „
63 „ ...	„ 8 „
96 „ ..	„ 7 „
78 „ ...	„ 6 „

68. With a view to induce respectable men to offer themselves as candidates, and also to regulate the promotion of deserving teachers, a scale of salaries* has, with the approval of the Chief Commissioner, been now fixed for each district. This will be made known, and both candidates and teachers will then understand exactly what to expect. Promotion from one grade to another will be made when the schools are examined in the cold season by the Director or Inspector.

* 20	Teachers, at	Rs. 6	per mensem.
20	„	„ 7	„
20	„	„ 8	„
15	„	„ 9	„
10	„	„ 10	„
85	„ average,	7·12-17ths.	

69. It is satisfactory to be able to report that, with few exceptions, the teachers, sent out from the Normal School do great credit to that institution, are appreciated by the villagers, and are doing much good. It would be unreasonable to expect no defects, considering that the schools are all new, are, for the most part, held in very unsuitable houses, and that the work of teaching is as novel to most of the masters

as learning is to the great majority of the pupils. Nevertheless a good work has been well begun. During the cold weather I personally examined about 20 of the village schools in Oonao. I found over and over again boys who read before me a Vernacular book of ordinary difficulty, who wrote correctly from dictation, worked proportion sums, and had begun to study Geography, who, eighteen months before, had not learned a single letter, and had no hope or intention of doing so. I invariably sent for the Lumberdars, and invited all the village to hear me examine, and my conviction certainly was that a large number of the people appreciated the means of edcuation placed by Government within their reach, and were grateful for them. Very many are no doubt still influenced by old customs and traditions, and fail to grasp the idea that *their* children are to begin to read and write. The feeling is, however, not that education is to be despised, but that it is too good for them. Strange to say, some such feeling seems to prevent many from sending their children to school who readily admit that learning is a good thing and would like to obtain it. I believe an order, making education compulsory, would rather be welcomed by many who have not the moral courage or energy to take the first step and shake themselves free from the customs of their forefathers.

70. The Junior Inspector, Munshi Durga Prashad, writes thus of village schools in Oonao, which he examined carefully :—

"The readiness with which the people assembled round us to witness the examination, the pleasure their countenances expressed in seeing their boys' abilities tested, the willingness which the generality of the zemindars show in rendering assistance to our schools, the increased attendance and amount of fees collected, are all sure proofs that our schools are held in high estimation by the people generally.

"There are indeed some localities where the people object to our system of teaching Vernacular books only; but such places are comparatively few, especially consisting of towns or large villages, which are peopled by the richer and higher classes: there is no such objection amongst the agricultural and poorer classes, which from the great bulk of the population of the province. It is gratifying to see amongst such people some of our school boys read and write fluently, and solve sums in Fractions. The only objection that I heard from these people was that their boys could hardly spare time from agricultural and professional labors to attend school."

Female Schools.

72. The statement of Government schools given at para. 22 includes 6 female schools. These have been opened during the year, and must be regarded as experimental.

73. It was thought desirable, when this department was organized three years ago, to postpone any attempt to open Government schools for Native females till education had made some progress. Liberal

grants were, however, offered in aid of any effort which might be made either by Natives themselves or others on their behalf. Excepting Missionaries, none responded to the offer. Still, the success of the Missionary schools in Lucknow showed that there was no insuperable difficulty in getting pupils, and it seemed likely that, if Government schools were opened and all expenses paid, a commencement might be made without further delay. To put this to the test, 6 schools have been opened during the year,—one at Hydergurh, a second at Shahabad, and 4 more in the city of Lucknow. These are placed under the care of trustworthy persons, and the result is being watched. The year closed with an aggregate of 83 pupils.

Normal Schools.

74. At the beginning of the year under review there were 2 Normal schools at Lucknow and Fyzabad—the latter being, however, only a temporary auxiliary of the former, where there was not sufficient accommodation for the full number of students. The expense of superintending two institutions bore heavily on the cess, and, on estimating the receipts for the coming year, it was found necessary to curtail expenditure on Normal schools, to provide for increased charges of village schools. After the December Examination, therefore, the students at Fyzabad who had failed to obtain certificates were removed to Lucknow, and the former institution closed.

75. The Normal School includes a Senior and Junior Department. The former consists of a small number of students preparing for Vernacular Teacherships in Zillah, Tahsili, or other superior schools. The number is limited by the demand for teachers of this kind, and seldom exceeds 10 or 12. The Junior Department consists of a much larger number of pupils, who are being trained as teachers in village schools. The number is regulated by the state of the Cess Fund. Students are lodged and taught free, and, with few exceptions, receive an allowance for food and clothes. At the close of the year there were 10 students in the Senior Department, each of whom received Rs. 6 per mensem from Imperial funds; and 196 in the Junior Department, of whom 194 receive each Rs. 4 per mensem from the cess.

76. I explained in para. 47 of my last Report that, by order of Government, the cost of training village teachers is borne by the cess, whilst the cost of training Tahsil and other teachers is met from the Imperial revenue. The two Normal schools cost during the year (including stipends to students) Rs. 24,359, of which Government gave Rs. 3,911, and the remainder was derived from the cess, &c. Each student cost Rs. 91-9-2, of which Government paid Rs. 14-11-3. Omitting the students' stipends, each cost Rs. 45-10-3, of which Government paid Rs. 12-6-7.

77. Half-yearly examinations are held in July and December, and certificates awarded according to the results. During the year 240 students gained certificates and were appointed as teachers. The following

statement shows the number of certificates of each grade which were awarded :—

Tahsili Certificate, First Class	... ...	4
Ditto Second „	... ...	10
	Total ...	14
Village Teacher Certificate, First Class	... ...	99
Ditto Second „	... ...	127
	Total ...	226

78. As each successive set of students pass out of the Normal School, their places are taken by others, who are, as a rule, brought from the district to which they will eventually return as schoolmasters. Care is taken, whilst guarding against the danger of overrunning the funds, to adjust matters so that no unnecessary delay should occur in establishing schools, as the cess provides money for their support. Quarterly statements are furnished by the District Revenue officers, showing the progress made in collecting the cess, and, as soon as funds are available, a Vernacular notice is issued, and copies distributed as widely as possible by Tahsildars, Police officers, and schoolmasters, through the district from which candidates are required. The object in view, the qualifications required, and the conditions offered, are clearly stated, and persons who wish to enter the department are told to register their names at the nearest Tahsil, and present themselves for examination on a certain date at places selected for their central position. The Head Master of the Normal School, or some other intelligent officer, visits the severel centres for examination on the date fixed, and successful candidates receive orders to proceed to the Normal School. The plan of sending round an Examiner has been found necessary, as on one or two occasions when this was omitted, and candidates were selected by Tahsildars, many, on arrival at the Normal School, were found incapable of learning, or otherwise disqualified for the work of a teacher, and after wasting the time of the masters and drawing stipends for some weeks, had to be discharged as hopeless. In districts where Deputy Inspectors have been appointed, the duty of selecting persons for the Normal School is entrusted to them.

79. Candidates for village teacherships, before admission to the Normal School, are required to be able to read and write one of the Vernacular languages correctly, and preference is given to those who, in addition, know the simple Rules of Arithmetic. It is an encouraging sign that not a few now come up for examination who have previously commenced the study of Arithmetic in order to ensure there being selected. In the Normal School they study Arithmetic, Mensuration, including Practical Surveying, Composition, Geography (especially of India and Asia), Grammar, and the History of India. They receive lessons on the art of teaching, and practice in the Model School. When every district is supplied with teachers, I propose to keep students two years in the Normal School, instead of one; and, as we shall also,

as education spreads, get candidates with more information to begin with, the standard of village teachers, and therefore of village schools, will gradually be raised, till they become all that can be desired.

V.—Private Schools under Government Inspection.

82. The increase, compared with *1865-66*, is *7* schools and *542* pupils, as shown below:—

Institutions.		Number of Institutions.	Average Number of Pupils on Rolls during the year.
Private Schools ...	... 1865-66 ...	63	3,201
	1866-67 ...	70	3,743
	Increase ...	7	542

A.—Private Schools of the Higher Class.

84. The four institutions noted in the margin are included under this head. Eight students of Canning College, who have passed the Entrance Examination, are now reading for the B. A. Degree. Strictly speaking, they should be entered under the head "Colleges;" but as it is difficult to separate the expenditure of the college department from that of the school, and as, with this explanation, no misapprehension can arise, it was thought best to let the statement remain.

Canning College.
A. Mission School, Hosainabad.
C. Mission School, Wazeergunge.
Baraitch Mission School.

85. The following extract from the Principal's Report on Canning College describes briefly the progress of this important institution up to the close of the year:—

"Canning College, founded by the Talookdars of Oude, in memory of the late Earl Canning, was opened on 1st of May 1864. During the first two years of its existence the institution partook of the character of a superior high school; but during the last year it has developed into a college, with 8 students in the college department.

"The progress made during the three years will perhaps be most readily seen from the *number* of boys receiving instruction at the end of each year. In December 1864, the number of boys was 336, with an average attendance of 73 per cent. At the end of 1865 there were 456 boys, with an attendance of 80 per cent. At the present time the total number of boys is 542, and the average attendance in January last was 87 per cent.

"The fees paid by the scholars amount to Rs. 270 per month. There are 71 free boys; the others pay from 8 annas to Rs. 10 each per

month. The college is open to all classes, but by far the greater portion of boys learning English or Hindus—*viz.*, 273. The Mussulmans number 105, and Christians 19, 3 being Europeans and the others East Indians and converts.

"The College, as now organized, comprises *three* distinct Departments—an Oriental School Department, an English School Department, and the College Proper. In the Oriental Department no English is taught; but 45 boys read Persian, 30 Sanskrit, and 70 Arabic. In the English School 389 boys learn English, 383 Urdu, 3 Hindi, 32 Arabic, and 69 Sanskrit. The highest class in the English Department, consisting of 37 boys, is reading for the University Entrance Examination of the present year, while the second class, of 43 boys, is preparing for the Entrance Examination of next year. Both these classes are very promising. The remaining ten classes in the English School Department work out a graduated scheme, designed with the view of ultimately preparing them for the University Examination Classes. The College Department consists of students who have matriculated at the Calcutta University, and who are continuing their studies with the object of passing the First Arts Examination and of taking the B. A. degree. These 8 students belong to different years, and have consequently been divided into *two* classes—the one preparing for the First Arts Examination of December next, and the other for that of next year.

"Twelve boys from Canning College have passed the University Entrance Examination—6 in 1865, and 6 in 1866. Eight of these undergraduates remain with us, 2 have obtained employment, and the other 2 have joined Calcutta colleges to take up Law and Medicine.

"In connection with the higher classes, one of the chief objects of the founders of the institution is being successfully realized. The design was that the usefulness of the college should not be confined to Lucknow, but that the institution should be thrown open to the natives of the province generally, and afford them the means of carrying on to a higher point the education they may have previously received at the zillah schools. The schools of Fyzabad, Shahabad, Roy Bareilly, Oonao, and Gondah have each already 2 or 3 representatives in the Canning College, and the probability is that in a few years' time the above schools will be important feeders to our higher classes.

"With regard to the conduct and progress of the boys during the past year, while leaving the Reports of the Examiners to testify to the latter, I am happy to say that, on the whole, I am satisfied with their behaviour, and with the exertions made by them to reap the advantages offered to them."

B.—Private Schools of the Middle Class.

88. The following statement shows the number of institutions and the attendance at schools of this class for 1865-66 and 1866-67. The

increase, it will be observed, is 4 schools and 202 pupils, whilst the average attendance for 1866-67 is 212 more than for the preceding year :—

Institutions.		Number of Institutions.	Number of Pupils on Rolls at close of the year.	Average attendance during the year.
Private schools of the middle class	1865-66 ...	12	987	677
	1866-67 ...	16	1,189	889
Increase ...		4	202	212

C.—Private Schools of the Lower Class.

92. The statement at para. 18 shows 38 institutions of this class with 1,325 pupils, against 36 institutions and 1,240 pupils last year. The Maharajah of Bulrampore supports 10 small schools, with an aggregate of 136 pupils, at villages on his estate; these receive no Government aid. A very inferior Vernacular school is maintained from the estate of the Rajah of Mahmoodabad. It is to be hoped the young Rajah, who was till recently a pupil in Canning College, will take some interest in the institution now the estate has passed from the Court of Wards into his own hands. Nawab Nawazish Ali Khan, Taluqdar of Baraitch district, has during the year, opened two Vernacular schools at Nawabgunge Alliabad and Nasirgunge, villages on his estate, which have now 29 and 41 pupils respectively. Mention should also be made of the praiseworthy conduct of a man of much lower rank in life than those mentioned above; I refer to Bisshum Nath, a jemadar, employed in the household of His Excellency the Viceroy, who has opened a very useful little school at his native village, Shunkerpore Serai, Zillah Oonao. This school has now 33 pupils, and receives a small grant (Rs. 6 per mensem) from Government.

In all aided schools some of the Government books are read, and in many the course of studies is identical with that of Government schools of the same class.

Private Female Schools.

94. There are 12 private schools for girls with a total registered attendance of 325. Of these institutions, 1 is for European and Eurasian girls, and 11 for Natives. The Lucknow Girls' School has 47 pupils, daughters of the poorer members of the Christian inhabitants of Lucknow or other stations. The instruction imparted and the general management of this very useful institution are satisfactory, but the Committee are sadly crippled by want of funds, and can now take no child whose parents are unable to pay the full cost of her education. Efforts are being made to procure funds, and to place the institution on a more extensive basis.

95. The 11 schools for Native females are connected with the two missions mentioned several times in this report. Ten are in the city Lucknow, and 1, which was open this year, at Roy Bareilly. The total number of pupils is 276. The Lucknow schools have been two years at work, and appear to be sucessful, excepting the American Mission Ragged School. The pupils are all Mahomedans, and *pardanasheen*, and include not a few adults. The ladies of the mission, who have charge of the schools, and take very great interest in them, report that their pupils have made creditable progress in Reading, Writing, and Needle-work. One or two of the more advanced have obtained employment as teachers in private families. I am not permitted to examine these schools, but no objection is made to visits by European ladies. There seems to be no doubt whatever that a good work is going on, and that the Government grant is well spent. It appears that Native females, with whom the Missionary ladies speak on the subject of education, are generally anxious to learn, but are prevented by their husbands and fathers.

96. Mrs. Reuthers, wife of the Church Missionary at Fyzadad, has one or two promising schools, but has not yet applied for Government aid.

INDIGENOUS SCHOOLS.

98. Indigenous schools are not included in the statements accompanying this report, as no reliable statements regarding them are available. Deputy Inspectors are directed to find out where such schools exist, and to visit the most important of them if they have time, the object being (1) to collect information, and (2) to endeavor to improve them.

99. Very few indigenous schools of any kind exist in villages; but in towns they are more or less numerous. They are either Persian or Hindi. In the former boys learn to read *Karima, Amad Nama, Gulistan Bostan,* and other Persian works, and to write Persian and Urdu letters. They read no Urdu books, and do not attempt arithmetic, grammar, geography, or any of the subjects usually taught in Government schools. The number of pupils is generally very small. In Roy Bareilly the Deputy Inspector reports 36 schools, whose aggregate attendance is only 172. The teacher is usually a private servant of the patron of the schoo, from whom he receives food and two or three Rupees per mensem in cash. Hindi schools are patronized by bunnias and other shop-keepers, and are often attended by 20 or 30 boys each. The curriculum of studies consists of the Kaithi* written character, the multiplication-table, and a mechanical kind of arithmetic, enabling the pupil to work out rapidly questions of a certain type in proportion and interest. No books of any kind are used; neither teacher nor pupil being able to read any printed character whatever.

* *Vide* para. 33 above.

100. It does not appear that any great improvement in schools of this description can be made at present. The Persian teachers are, as stated above, generally private servants, and, so long as patrons are to be

found who consider Persian all that is necessary, the course will remain what it is. The Hindi *guru* is paid to teach what the bunnia considers necessary, and, if he ceased to do this, pupils would cease to come. Moreover, his inability to read printed books prevents his adopting ours even if he wished. In some instances Hindi schools have been converted into Government institutions, and a trained teacher sent to give instruction in Nagri, whilst the *guru* continues to impart his own peculiar lore for a portion of the day. If he learns to read and write Nagri himself, he is promised admission to the Normal School.

La Martiniere College.

101. This institution is not under inspection, receives no aid from Government, and is not included in the statistical statements. The Principal has supplied me with the following particulars:—At the close of the year there were 271 pupils on the rolls, of whom 186 were Christians (Europeans or Eurasians), and 85 Natives. All learn English, 230 Urdu, and 35 Persian. The Christian department is held at General Martin's house at Constantia, near Lucknow; the Native department in the city. In the former there are 81 foundationers, who are fed, clothed, lodged, and taught free; 72 boarders, who pay from Rs. 15 to Rs. 25 per mensem each; and 33 day-scholars who pay from Re 1 to Rs. 6 per mensem. In the Native department there are 18 foundationers and 67 day-scholars, of whom 59 are free. The College is not affiliated with the University; but the standard of the European department is equal to that prescribed for the First Examination in Arts. The course for the Native department is considerably lower. No pupils are at present equal to the Entrance Examination. The institution cost during the eleven months Rs. 72,792, of which Rs. 51,600 was derived from funds left by the Founder, General Martin. The remaining Rs. 22,420 was received from fees and the interest on savings of past years.

VI.—Scholarships.

102. A scheme for awarding small scholarships to deserving pupils in schools was sanctioned by Government in March 1866. The objects in view were—(1) to encourage advanced pupils in higher schools to remain till they complete the course and pass the Entrance Examination; and (2) to enable deserving pupils of lower schools to proceed to a superior institution. The scheme, therefore, included provision for 30 scholarships, at an average of Rs. 5 per mensem, to be awarded to pupils in higher schools, and 60, at an average of Rs. 4 per mensem, for pupils of lower schools who wished to continue their studies at a more advanced institution. Of the latter, 15 only are to be given each year for four years, till the whole 60 are absorbed, and then vacancies filled up as they occur. The scholarships are awarded to students according to the result of the September written examination or of examinations held by myself and the Inspectors when we visit the schools in the cold weather. The amount available for the past year was Rs. 2,520. I have noticed above how useful this fund was in enabling me to remove pupils from inferior to superior zillah schools. The hope

of securing scholarships proved a powerful incentive to industry on the part of both teachers and pupils.

VII.—Employment of Students in the Public Service.

104. This is one of the heads prescribed by Government on which information should be given in Educational Reports. No system has yet been introduced in this province for throwing open subordinate Government appointments to competition by examination. Should such a measure be considered advisable, and the examination be arranged to embrace, not special professional subjects, but the general branches of education which are taught in ordinary schools, there is no doubt, whatever, that these institutions would become far more popular than they are. On this point I quote the following remarks from the Report of the Commissioner of Baiswarra division :—

"Something might be done, I think, to render the schools more popular if all the situations in the District Courts were bestowed by competitive examinations. A notice might be published in the district in which the vacancy exists that a particular situation is vacant, and that it will be bestowed on the successful competitor, being a resident of the district, at an examination to be held on the 15th day after the issue of the notice.

"The questions might be framed so as to test the candidate's general information. Any body, whether he had or had not attended the Government schools, might compete."

VIII.—The English Language in Indian Education.

Years.	Number of Pupils learning English at the end of the year.
1864-65	2,171
1865-66	2,759
1866-67	3,577

105. The statement given in the margin shows the progress English education has made during the three years this department has existed. It is now admitted that, whilst the masses of the population of India can only be educated through the medium of the vernaculars of the country, higher education can at present only be obtained by studying English. Add to this the fact that the study of a foreign language is of itself a powerful means of mental improvement, and the increase in the number of English scholars must be considered a matter of congratulation. It is a curious fact that a large number of the people of this province have so soon learned to value English. In nearly all Anglo-Vernacular schools in Oude the boys would, if permitted, give the whole time to their English lessons; and when examining Vernacular schools, I have been repeatedly asked by pupils and parents to send an English teacher, it being generally added that a compliance with this request would double the attendance. No doubt the motive generally is hope of profitable employment. In not a few instances, however, the object is to enable the learner to converse and correspond with European officers. Several talookdars keep private tutors for their sons, with the same object in view.

106. The following statement shows the number of pupils learning each language at the close of the year and the total number under

instruction. It will be seen that 22 per cent. learn English. The causes which make Urdu more popular than Hindi have been noticed above (*vide* para. 33). As village schools increase, the proportion of Hindi will no doubt become larger :—

Number of Pupils at the close of the year who learn						Total number of Pupils.
English.	Urdu.	Hindi.	Persian.	Sanskrit.	Arabic.	
3,577	10,137	7,702	1,920	199	120	16,265

IX.—Book Depot.

107. The arrangements for supplying educational books continue to work smoothly. English books, maps, &c., are procured from England, Calcutta, or elsewhere. Vernacular books, except a few of which the copyright is reserved, are printed in Lucknow. There is a depôt connected with my office, from which the stores kept for sale by head masters of zillah schools are supplied. The first cost of stock and all incidental expenses are charged to a fund of Rs. 10,000 provided in the educational budget, and the produce of sales is paid from time to time into the Government treasury. Deputy Inspectors obtain supplies of Vernacular books direct from the printer, and pay for them from the cess. They supply village teachers, and deduct the cost, *minus* two annas per Rupee discount, from the teacher's next month's salary. During the year 39,162 books, maps, &c., were sold for Rs. 5,885, being an increase of about 7,000 books, &c., and Rs. 1,000 value, over the preceding year. Including books, &c., distributed as prizes, or supplied gratis for school use, the total number issued amounts to 44,564, worth Rs. 7,701.

108. On revising the several schemes of study, some of the existing Vernacular books were considered defective, and it was thought desirable to revise and correct some, and prepare substitutes for others. The following new books have been prepared and printed during the year :—

(1).—*Múfid-ul-Mubtadi* : a new Urdu primer, by Babu Ram Chandra Sen, Head Master of the Normal School, Lucknow.

(2).—*Baran Prakasika* : a new Hindi primer, by the same.

(3).—*Bidya Chakra* : a second Hindi Reader, translated from the Urdu *Daita-i-Ilm*, by Pundit Prithee Dutt.

(4).—*Bharat Varshi Brittant* : a Nagri translation of the *Urdu History of India (Waqeat-i-Hind)*, made by Pandit Magan Lall, of Canning College.

(5).—*Patra Dipika* : a Nagri letter writer, by Pandit Kali Churun.

(6).—*Muntakhabat-i-Urdu*, parts I. and II. : Urdu readers.

(7).—*Kánún-úl-múdárrisén* : a manual on teaching and school management, by Pandit Sheo Narain, Deputy Inspector of Schools, Lucknow.

(8).—*Gulzar Dabistan* : an easy Persian Reader.

(9).—*Nigar Danish* : selections from the Persian *Anwar-i-Saheili*.

109. Considerable inconvenience is felt from a want of good Urdu and Hindi maps. Those used in other provinces have been lithographed in India, and are confessedly very poor. The Calcutta School Book Society has published Bengali maps, but these are useless in Oude. There are now thousands of town and village schools in various parts of India in which good plain maps in the Persian and Hindi characters would be most useful. It would be a boon to education if the Government of India should be pleased to arrange with some experienced European map-engraver to supply these requisites. To meet immediate wants, I have had a few good copies of maps made for tahsili schools. As an experiment, also, a Native printer was engaged to lithograph an Urdu-Hindi map of the Eastern Hemisphere. The result is fair, but is, of course, immeasurably inferior to the ordinary English maps used in elementary schools at home; these are engraved by European workmen of great skill and experience, surrounded by all the appliances that modern ingenuity has devised, and there is no doubt but that equally good maps in Oriental characters could be made by the same agency if the Indian Government undertook to buy a fair number of copies.

EXTRACTS FROM THE REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION IN THE CENTRAL PROVINCES, 1866-67.

B.—Financial and General Statistics.

7. The actual expenditure during the year was as follows*:—

	From Imperial Funds.	From Local Funds.
	Rs. A. P.	Rs. A. P.
Direction and its subsidiary charges	16,658 6 1	275 0 0
Inspection and its subsidiary charges	51,687 8 0	2,264 5 9
Instruction including all educational expenditure not coming under the above heads ...	88,116 14 3	2,31,730 2 3
Total	1,56,462 12 4	2,34,269 8 0

* It must be borne in mind that in this and all statements, the figures relate only to 11 months.

8. The amount expended on instruction in the different grades of schools is given below :—

Class of Schools.		Number.	Pupils on the Rolls.	Average daily attendance.	Expenditure from Imperial Funds.	Expenditure from Local Funds.	Total cost of educating each Pupil.	Total cost to Government for educating each Pupil.
					Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions.	Higher Class	1	241	228	13,694 4 9	1,867 6 0	68 4 1	60 1 0
	Middle " A ...	9	1,742	1,142	14,811 15 9	6,169 10 7	18 6 0	13 5 1
	" B ...	15	2,010	1,464	9,528 14 10	6,502 2 0	10 15 2	6 8 2
	Lower Class A ...	81	7,185	4,906	27,635 15 1	19,417 2 3	9 9 5	5 10 1
	" B ...	577	22,573	14,781	705 11 6	1,15,248 4 4	7 13 6	0 0 9
	" C ...	130	3,621	2,116	650 0 0	15,335 6 8	7 3 11	0 4 11
	Normal Schools A ...	1	65	41	1,583 13 2	4,553 8 4	149 11 1	38 0 7
	" B ...	4	60	82	1,419 14 6	4,508 7 3	72 4 9	17 5 1
	" C ...	1	19	19	... ...	4,461 10 4	231 13 2	... ...
Private Institutions.	Higher Class	1	225	177	2,400 0 0	3,110 1 3	31 2 1	13 8 11
	Middle " ...	7	838	676	9,137 14 0	9,221 14 9	27 2 7	13 8 3
	Lower " A ...	249	11,318	6,163	6,548 6 8	22,485 4 2	4 11 4	1 1 0
	" B ...	493	8,218	6,419	... ...	17,989 8 4	2 12 10	... ...
	" C ...	1	22	20	... ...	859 12 0	42 15 10	... ...
	Total ...	1,570	58,137	38,234	88,116 14 3	2,31,730 2 3	8 5 10	2 4 10
	Police Schools	...	1,714	...	... ...	... ...	... ...	... ...
	Jail Schools	...	1,942	...	... ...	... ...	... ...	... ...

SECTIONS II AND III.

Colleges.

9. Four pupils of the Saugor School attempted the University Entrance Examination, but they all failed in the English Examination, and 2 of them failed in Mathematics.

SECTION IV.

Government Schools.

I.—Schools of the Higher Class.

Saugor School.

11. In last year's Report this was the only educational institution in the Central Provinces which showed no progress. I regret to say that this year's Return show retrogression. The numbers on the Rolls have fallen from 270 to 241; the fees from Rs. 1,078 to Rs. 884; the total cost per

pupil has risen from Rs. 49 to Rs. 68; the cost to Government from Rs. 44 to Rs. 60. Though the numbers have decreased during the last few years, the proportion of senior to junior students has greatly increased; in the three senior classes there are 43 pupils; in the three middle, 63; and in the four junior, 135. The average daily attendance also is very good, being 94 per 100. As already stated, no student succeeded in passing the University Marticulation Examination. I held an examination of the senior classes in the end of January last, and was disappointed with the results.

II.—Schools of the Middle Class (A).

12. In this are included all Anglo-Vernacular schools, with the exception of Saugor, and these are sub-divided into zillah schools (A), and town schools with an English department (B).

13. In last year's returns there were 9 schools and 1,539 pupils; there are now 24 schools, with 3,752 pupils.

All the schools under B are supported one-half by fees, subscriptions and donations, and aided by an equal amount from Government. Ten have been established during the last year, of which 4 are in the Mahratta districts of the southern circle. For this class of schools the course of study introduced is of a lower standard than that for zillah schools; but should pupils wish to prosecute their studies up to the University Entrance Standard, I trust they may be enabled to do so by means of the scholarships proposed by me in July 1866.

24. As regards efficiency, I place those which I had an opportunity of seeing during the year in the following order:—Kamptee, Chanda, Boorhanpore, Bhundara, Hoshungabad, Hinghunghat.

Town (B).

25. The only schools now in this class which existed previous to the year 1866-67 are the folllowing:—

Khundwa. Masters. 4 Pupils. 151.

During the year 1866-67 this school, which before had existed as a grant-in-aid institution, was amalgamated with the town school, and now constitutes a promising Anglo-Vernacular institution of 151 pupils, of whom 41 are studying English.

Burwai. Masters. 3 Pupils. 101.

26. This grant-in-aid school has also become a town school with an aided English department; during the year the number of English students has remained at 24.

Budnoo. Masters. 4 Pupils. 98.

27. There are 98 boys attending this school, of whom 27 learn English.

28. In 1865-66 this was a grant-in aid English school, giving education to 51 boys in English; since its fusion with the town school, the numbers studying English have decreased to 32; but this decrease I have reason to believe is only temporary, and caused by an indifferent teacher, who has been re-placed, and by want of proper accommodation; this also will soon be remedied.

Dumoh.	
Masters.	Pupils.
5	195.

The schools of this grade, which in 1865-66 only numbered 5, now number 15; and since the close of 1866-67 up to the present date, 11 more have been actually established, and applications for grants to 3 others have been submitted to Government.

III.—Government Schools, Lower Class.

Vernacular Town Schools (A.)

29. At the close of 1865-66 there were 96 schools, with 8,494 pupils: this year there are 81 schools, with 7,185 pupils. The decrease is caused by the transfer of 15 schools to the middle class, the towns-people having subscribed for the addition of an English department. One town school in the city of Jubbulpore was closed at the end of the year. Mr. Champion, of the Church Mission Society, having undertaken to supply its place by a branch school from his Anglo-Vernacular institution. Notwihstanding that 15 of the most flourishing of this class of schools have now passed into another category, the average number of pupils per school remains at 88. The average daily attendance is now 68 against 65 last year. The fees amounted to Rs. 2,243 against Rs. 2,767 in 1865-66. The cost to Government per pupil was Rs. 5-10 against Rs. 5-11 the previous year.

30. In my last year's report, the want of funds was pointed out as the cause why these schools had not made so much progress as they ought to have done. It has been found impossible to increase further the grant from Imperial revenues towards these schools. But the need for further funds was urgent, for, as I pointed out early in the year 1866-67, each master had, on an average, 49 pupils, and that the average pay of each master was Rs. 12-2. The total Government grant for the masters of these schools was Rs. 24,072. An additional grant of Rs. 7,368 was in February last made from municipal funds, and Rs. 2,532 from the 2 per cent. school cess; and I trust that next year's results will show a great improvement in the acquirements of the pupils. At present the proportion of boys in the lowest classes is very large; but this is not to be wondered at when the paucity of masters is considered. I may note one instance where one master had to teach 131 boys, divided into five classes, his only assistant being one pupil teacher.

Village (B.)

34. This year's returns show 577 schools with 22,573 pupils, being on increase over last year of 31 schools and 3,589 pupils. There has

been a decrease of 3 schools in Jubbulpore and 1 in Nimar; an increase of 10 in Raepore, 6 in Wurdah, 5 in Seonee, 4 in Chanda, 3 in Sumbulpore, 2 in Hoshungabad, Chindwara, and Nagpore, and 1 in Mundla.

An increase of pupils has taken place in nearly every district; there is a falling off of 8 pupils in Hoshungabad and 41 in Belaspore. In the following districts the increase is marked :—

Chindwara	...	...	...	85 per cent.
Seonee	...	...	...	52 "
Raepore	...	...	...	48 "
Chanda	...	...	...	43 "
Bhundara	...	...	...	38 "
Nagpore	...	...	...	34 "
Wurdah	...	...	...	33 "

The average number of boys per school is 38, being 4 more than in last year's returns. The fees in 1865-66 were Rs. 3,016; this year they amount to Rs. 2,753.

Girls' (C.)

37. The numbers have increased from 91 schools, with 2,361 pupils, to 130 with 3,621 girls. There is an increase of 9 schools in Jubbulpore, 7 in Chanda, 5 in Sumbulpore, 4 in Nursingpore, Nagpore and Hoshungabad, 2 in Bhundara, and 1 in four other districts.

38. Several of these schools have made wonderful progress, but a large proportion of them is next to useless, and for the reasons given in para. 22 of last year's report, I cannot recommend their increase, except as therein stated, where the people are willing to pay fees, or in a district like Chindwara or the Upper Godavery, where as yet not a single school has been established. Perhaps the best girls' school in the Central Provinces is at Bhundara, where there is an efficient Native Christian school-mistress, the school-house is a free building, situated in a prominent part of the town, and there are several Native gentlemen, both official and non-official, who take a real interest in its progress; ladies from the school committee. There is another good school also in the Bhundara district, at Kamptha, established and well looked after by the late tehseeldar, Kesho Seoram, whose daughter was one of the most advanced pupils. Further still, from European influence, there is a creditable girls' school at Hutta, with the daughter of the zemindar, Gunput Rao, in the senior class. There is also at Burwai, in Nimar, a school containing 51 girls; the highest class being equal to the third in a boys' school; besides reading, writing, and arithmetic, the girls are taught embroidery: all the pupils are the relations of the most influential people of the town; and on the examination day a large number of the towns-people assembled and seemed delighted at the educational triumphs of their young relatives. The success of this school is due to the tehseeldar, Mahadeo Rao, who appears to be a strong advocate for female education. Another good girls' school is to be seen at Wurrora; it meets in the house of Aurbaji Patel, a well-known and much respected landholder of the Chanda district; his daughters and nieces form the senior class. There are several other girls' schools in good order in different districts; but I have specially

noticed the above, in order to show that where any person of note and position takes a girls' school under his patronage, its success is almost certain; girls of the better class attend; and instruction given to those in easy circumstances is more likely to be permanent and beneficial in its effects than instruction given to the children of laborers. On the other hand, I regret to say that the larger proportion of girls' schools in the Central Provinces do very little good; they assemble generally in some out-of-the-way corner of the towns; no one except the District Inspector goes near them; the attendance is exceedingly irregular; the pupils are infants of five or six years of age; and their acquirements *nil.* It is to the increase of schools of this description that I object,—the money expended on them could be turned to far better account in educating boys.

Police Schools.

39. These schools consist of two kinds; *one for the education of constables in their police duties*; and the *other for the education* of the children of policemen. In the former there are *1,250* adult students, and in the latter 464.

The Inspector General of Police has, during the year, introduced the same course of instruction into these schools as is prescribed for all Government village schools. Many of them are in capital order; perhaps the best is at Saugor: the Dumoh, Raepore, and Chindwara schools are also very good, and far above the average of ordinary village schools.

Jail Schools.

40. At the close of the year there were 1,855 males and 87 females under instruction; of these, 249 males and 5 females were able to read and write; and 1,447 males and 36 females who could read but not write; and of that number only 137 could read previous to admission; 1,564 persons have, therefore, been taught to read during their imprisonment. The most satisfactory progress has been made, as was to be expected, in the central jails at Nagpore and Jubbulpore; among the district jails, Seonee and Nursingpore stand best.

For the central jails, paid teachers should be employed.

Castes and Languages.

Castes.

41. In the returns of the castes of pupils attending Government schools (not including police or jail), I find that there are now—

33,259	Hindoos.
2,863	Mahomedans.
1,394	Others.
37,516	

42. I last year remarked on the large number of Mahar (low caste, or out-castes) boys attending the Government schools in the Bhundara district; many of these boys are making great progress; there are

also several promising Gond boys to be met with in the Bhundara schools. At the Moharee and Toomsur town schools, separate buildings have been erected for the Mahar boys; this I cannot but regard as a mistake, and tending to keep up a distinction which no Government department ought to recognize. These buildings might be used for the lowest school class, but not for the outcaste Mahars. As a comment on this exclusiveness, I may mention that the very best village school in the Jubbulpore district, with an attendance roll of over 50 pupils, has a Mahar teacher.

Languages.

43. The languages taught are as follows :—

English	...	...	...	1,278
Mahratti	...	...	...	11,728
Hindee	...	...	...	20,789
Urdu	...	...	...	3,567
Ooriya	..	...	...	1,594
Tamil	...	...	...	29
Telugu	...	...	...	235
Sanskrit	...	...	...	11

44. The increase of students during the year in the different languages has been as follows :—

English	...	...	...	44 per cent.
Mahratti	...	...	...	34 "
Hindee	...	...	...	12 "
Urdu	...	...	...	8 "
Ooriya	...	...	...	16 "

45. The fees in all Government schools have during the year increased from Rs. 8,930 to Rs. 9,097. Allowing for the shortness of last official year, this shows an increase of about 10 per cent.; though not large, I do not think it unsatisfactory, when the extreme dearness of the common necessaries of life throughout the Central Provinces last year is considered. For the same reason the subscriptions and donations have fallen from Rs. 37,096 to Rs. 34,245.

Normal Schools.

Anglo-Vernacular for Males.

Nagpore.	
Masters.	Pupils.
2	65

46. During my absence in Europe in 1865, English had been introduced into the Nagpore Normal School; the students, however, were not such as were likely to make much progress; they were merely the most promising of the candidates for Vernacular masterships, and having to begin a new language late in life, I did not think they would ever be good enough scholars. I therefore abolished the class, and called for candidates who had already attained a fair knowledge of English in our zillah schools; 10 students were at once obtained. For this department application was made in July for the institution of 20 scholarships,—10 at Rs. 10, 5 at Rs. 12, and 5 at Rs. 15 per mensem; but up to the present time sanction has not arrived, and the small candidates' class is still supported by advances from the 2 per cent. cess. Besides the students training

for masterships, I proposed to admit to these classes a limited number of students from all Anglo-Vernacular schools in the Mahratta districts who might wish to read for the Entrance Examination of one of the Universities. The English students have already made great progress, and several of them are supperior in acquirements to the class of men we have hitherto obtained from the Bombay presidency as assistant English teachers.

Mahratti Department.

47. The Mahratti department of the Normal School is divided into 3 classes with 65 students (inclusive of the 10 reading English). Of these, 55 are stipendiary and 10 free. Owing to the great increase in the cost of living, the stipends of Rs. 3 per mensem were abolished, and the following instituted, *viz.*, 15 of Rs. 6, 15 of Rs. 5, and 15 of Rs. 4. Consequent on this increase, applications have been frequent and selection has been possible. During the year 31 men were rejected *after a* short trial, while 47 men obtain certificates after completing *the* prescribed course of study; of these, 4 passed for masterships of town, and 42 of village schools. A large Government building in the city has been made over for the use of this Normal School, and as soon as some alterations and repairs are completed, it will be possible to offer accommodation to about 50 boarders. At the request of the students themselves, morning and evening classes have been established, and are very well attended; these classes are superintended by the assistant master. After the half-yearly examination, in the beginning of this month, 20 of the most deserving students were sent on a week's excursion to Bombay under charge of the head master; this, I thought, would be a good finish to their school training.

Vernacular (B.)

Jubbulpore.

Masters.	Pupils.
2	30

48. At the October examination only 5 students obtained certificates, but at the close of the year 21 were pronounced qualified as village and 2 as town schoolmasters; only 8, however, had studied both Urdu and Hindee. A practising department has now been added to this institution, where the students will be trained in the practice of teaching. At present this school is far behind the Vernacular department of the Nagpore Normal School.

Hoshungabad.

Masters.	Pupils.
2	16

49. I had an opportunity of seeing this school in January last, and did not consider it in a satisfactory state; it has suffered from want of inspection; the masters had become careless, and pupils, instead of being lads from our town and village schools aspiring to become teachers, were, for the most part, elderly men, reduced to take to teaching as a means of livelihood. At the October examination none received a certificate; and up to the close of the year no further examination had been held. The district officers were asked to obtain a supply of a better class of pupils, and the Inspectors will, in future, visit and examine the school more frequently.

50. In last year's report this school was not favorably mentioned. Fifteen men have obtained certificates during the year, 4 of the higher or town school grade. The school has met hitherto in the same building as the zillah school, but a separate house has now been obtained, affording lodgings to the pupils.

Ræpore.

Master.	Pupils.
1	10

51. A small class of 4 men are now under training as masters at the town school of the place; when these are certificated, the training class will not be kept up.

Belaspore.

Master.	Pupils.
4	10

52. At the beginning of last official year a normal class consisting of 15 pupils was sanctioned for Nimar, as a temporary measure. The class was closed on the 1st of January, 12 of the students receiving certificates; 2 of the men who failed subsequently received certificates from the Inspector, Mr. Browning, on his visiting Nimar in March.

Nimar.

Vernacular Female (*C*).

53. The progress made by the women attending this school at Nagpore has been very slow; they have now been 18 months under tuition, and the highest class are reading the 4th Mahratti book; they write slowly from dictation, and work sums in the four simple rules of arithmetic; the acquirements of the highest class are thus not great; but in order to test the experiment of having female teachers, the Inspector will, before the monsoon, select a few of the most promising, and place them in charge of girls' schools in the districts. An excellent building has lately been bought for this school; but we have hitherto failed to obtain a qualified female teacher. A trained Native female from Bombay taught here for some weeks, but it was impossible for her to remain, owing to her previous engagement as mistress of a girls' school in Bhundara.

Normal School.

Master.	Pupils.
1	19

SECTION V.

Summary.

In the whole of the Central Provinces there is, on the average, one school in every block of 7¼ miles square. The district in which schools are most thickly planted is Nursingpore, where one is found in every 3½ miles square; in Hoshungabad, Jubbulpore, Saugor, and Sumbulpore in 5 miles; in Nagpore, Dumoh, and Nimar in 6 miles. The districts in which schools are most sparsely distributed are the following :—

Upper Godavery	1 in	14	miles square.
Mundla	...	13	,,
Chanda	...	13	,,
Raepore	...	12	,,

But in connection with these figures the very large proportion of waste land in the Upper Godavery, Chanda, and Mundla districts must be considered. Again, as regards pupils, it will be found that throughout the Central Provinces 1,000 inhabitants furnish only 7 pupils. The district which shows best in this respect is Sumbulpore, where there are no less than 30 pupils per 1,000 of population; the next best districts are Saugor and Nursingpore, but they show *only* 12 per 1,000; the next in order are :—

Dumoh	...	...	...	11
Nimar	...	...	...	10
Bhundara	...	...	...	7
Jubbulpore	...	...	...	7
Hoshungabad	...	...	...	7
Wurdah	...	...	...	6
Nagpore	...	...	...	5
Chindwara	...	...	...	5

The worst is Raepore, where the average is under 2; in Belaspore and Seonee the average is only 3.

66. In comparing one district with another as regards school attendance, the populousness of the individual villages must be considered; districts with a large amount of level cultivated land, such as Nagpore, Bhundara, Hoshungabad, and Nursingpore, have a larger population per village than hilly districts, like Mundla, Chindwara, and Seonee; and it is only reasonable to suppose that there are many more villages in Hoshungabad in which it is possible to open a school with a prospect of success than there are in Mundla; the average population of the former being 380 souls, and of the latter 104.

Another point which must be borne in mind is, that in the districts which formerly formed the Saugor and Nerbudda territories, vernacular education under State inspection, and with State help, existed for many years before it was introduced into the Nagpore territories; and in Chutteesgurh, 4½ years ago, not a single teacher of any kind was procurable.

67. After, therefore, duly considering these points, also the statements regarding classes, given in para. 35, which show the acquirements of the pupils, it appears that among the old Saugor and Nerbudda districts, education has progressed most in Saugor, Dumoh, Hoshungabad, and Nursingpore, and that it is most backward in Seonee. In Nimar before its amalgamation, two years ago, with the Central Provinces, Vernacular education had been introduced by Major Keatinge, and fostered by his successors, and the returns now show it little behind our best districts.

Turning now to the Nagpore territory, the Bhundara district stands first; the Raepore and Belaspore zillahs are by far the most backward in the Central Provinces. Again, on the borders of both these districts—cut off, it is true, by a broad belt of jungle, and inhabited by a different race, speaking a different language—is Sumbulpore, where the greatest enthusiasm prevails in erecting school-houses and in supporting teachers. Vast strides were made in this

district during 1865-66, and in 1866-67 the progress has been even still more marked. The schools have increased from 141 to 208, and the pupils from 6,924 to 11,343. Were the same desire for education to extend to the other districts of the Central Provinces, there would be nearly a quarter of a million of children under instruction. The expenditure in Sumbulpore from private sources has been very large, aggregating Rs. 26,925, *viz.*, Rs. 13,682 on the pay of masters, Rs. 5,705 on building private school-houses, and Rs. 7,538 on the erection of buildings for Government schools. These figures need no comment; they show how thoroughly the interest of the people has been enlisted in the cause of education.

SECTION VI.

SCHOLARSHIPS.

68. During the year, only Rs. 877-3-7 were expended under this heading, and these were disbursed from the fee funds of schools, the Imperial allotment of Rs. 1,000 having, by some unaccountable mistake, been omitted in the budget. Of the above sum, Rs. 576 were given as scholarships to the Saugor School, and an average of Rs. 60 to the other 7 zillah schools. A considerable increase to the allotment was applied for in July last, but it has not yet received the sanction of the Supreme Government.

SECTION VII.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

69. The following shows the number of pupils employed during the year :—

CIRCLE.	Employed in Educational Department.	Other Government employ.
Northern Circle	5	...
Southern "	61	...
Eastern "	16	76

70. During the year certificates of educational proficiency were granted to 349 candidates, *viz.*, at—

Nagpore	299
Jubbulpore	13
Saugor	0
Raepore	37
TOTAL ...	349

The following rules have been substituted for those hitherto in force :—

Hereafter no one will be eligible for employment except—

"I.—Matriculated students of a University.

"II.—Holders of certificates issued by the Examining Boards under Book Circular XXIX, dated 28th July 1863.

"III.—Holders of certificates from the Director of Public Instruction under the present Rules :—

"*2nd.*—Certificates of qualifications will in future be of three classes :—A 1st class certificate (A) will qualify for admission into either English or Vernacular offices. A 2nd class certificate (B) will qualify for Vernacular offices only. Certificate (C) will be granted to candidates to offices where a knowledge of the Vernacular is not required.

"*3rd.*—Certificates will be awarded in Government schools, or in schools under Government inspection, by the Inspectors of Circles at the time of the annual examinations, and they will be forwarded for registry and countersignature to the Director of Public Instruction.

"*4th.*—Candidates for Government employ, not being educated at Government schools, will, in writing to Zillah or Circle Inspectors of Schools before the 1st of June of each year, state for what grade of certificate they wish to compete. On the receipt of these applications, the Director of Public Instruction will make arrangements for holding local examinations, which will be duly notified in the *Gazette* and in the *Sircaree Akhbar.*

"*5th.*—No one under 18 years of age will be examined.

"*6th.*—The list of candidates passed under the three different standards will be published in the *Central Provinces' Gazette,* and from these lists the nominating officer will make his selection.

"*7th.*—No one is admissible into the service under the age of 18; and all candidates for appointments that give a claim to pension, must produce a certificate of sound bodily health from a Medical officer."

71. One gratifying feature connected with employment in the public service is the large number of young men, who, after a short service in the Educational Department, find employment elsewhere, specially in the revenue and judicial branches of the service: it has hitherto been the rule that when any man has done well in the Educational Department for at least one year, he may take a better appointment wherever he can get it; and the Educational Department has frequently of late formed a stepping stone to some of the best appointments in the subordinate grades of the service, and also led to lucrative private employment.

SECTION VIII.

English Language and Indian Education.

Circle.	Number learning English in 1865-66.	Number learning English in 1866-67.
Northern Circle	777	672
Southern "	596	1,109
Eastern "	153	223
Total ...	1,526	2,004

This being an increase of 31 per cent.; the increase in 1865-66 was 23 per cent.

SECTION IX.

Book Depôts.

72. The sales during the year in the depôts, and amounts realized are as follows :—

Number of Books sold.	Price. Rs.	A.	P.
54,223	14,086	3	7

This shows a considerable falling-off: last year the sales amounted to 66,435 books, and prices to Rs. 16,578-1. The rural *Gazette* sales have increased from 716 per mensem to 837: the Inspector General of Police now subscribes for a copy for each station-house and outpost.

Government Central Museum.

73. During the year a catalogue of the articles of the Museum has been prepared; but owing to the Geological Department being still unarranged, it is not, in my opinion, advisable to have the catalogue printed; the geological is by far the most valuable of the collections, and it is much to be regretted that no one competent to arrange and name the specimens has yet been procured.

The catalogue of the Museum Library was printed during the year. Books of reference of the value of Rs. 700 have lately been added to the library; and Doctor Watson's valuable work on Indian Manufactures was presented by the Government of India.

From 1st of May 1866 to 31st March 1867, the Museum was visited by 75,796 persons, of whom 65,202 were Native males, and 8,451 Native females.

Concluding Remarks.

74. The results of the year's work may be thus stated. Schools of all classes have increased from 1,441 in 1865-66 to 1,570 in 1866-67; and pupils have increased from 46,738 to 58,137, or 24 per cent. Purely Government institutions have increased from 749 with 31,801 pupils to 819 with 37,516, being an increase of 18 per cent. The cost of these Government schools has increased from Rs. 2,34,406 in 1865-66 to Rs. 2,48,094, for the 11 months of 1866-67; the total cost to Government for educating each pupil, calculated on the average daily attendance, was Rs. 2-13, or adding 1-11th, it stands exactly as it did for the year 1865-66, a fraction over Rs. 3. Again, dividing the total amount expended during the year under all heads by the average daily number of pupils in all classes of schools, the rate per head is shown as Rs. 10-3, and the cost per head to Government Rs. 4-1 against Rs. 10-13 and Rs. 4-5 in 1865-66. The total amount of subscriptions, donations, and fees paid from private sources has reached the large sum of Rs. 87,589 against Rs. 53,667 in 1865-66.

EXTRACTS FROM THE REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION OF COORG, 1866-67.

The central school at Mercara has in it 147 boys, whose progress in the various subjects of study appears to have been, on the whole, satisfactory, though interrupted by their irregular attendance, caused by the unusual amount of sickness which prevailed during part of the year. The course of study pursued extends over a period of eight years, and the youths, who have been able to remain in the school till the completion of the course, are well qualified for the duties of active life in which they have to engage.

But the position and character of a school are now determined by the number of students who matriculate from year to year. This test has not hitherto been applied to the central school at Mercara, as the course of instruction differs from that prescribed by the University for matriculation. It is desirable, however, that such modifications should be introduced as will give the advanced scholars a chance of competition for University honors, and the attention of the Principal shall be called to this subject.

1. The central school numbered on the 31st March 1867, 147 boys; of whom 81 were Coorgs, 21 Mussulmans, and 45 others; the average daily attendance was 81. Of these 147 boys, 100 learned English, 128 Canarese, and 81 Hindustani; and the annual cost of educating each pupil was Rs. 110-5-9 to Government. The schooling fees amounted to Rs. 220-5, which sum was expended for the purchase of an air-pump, for paying the balance due for an electric machine bought last year, and for the *Illustrated London News*.

2. The number of boys in the 24 *Government Vernacular Schools* is 799, of whom 600 are Coorgs and 199 others, with an average daily attendance of 604 children, amongst whom are 30 girls. The cost to Government is Rs. 4-14-1 per head per annum.

3. Classified according to the social position of the parents, I ascertained the following exhibition :—

A. *The Central School.*—There are 13 children of those who possess land without employment, and 82 children of parents who hold employments and land; and amongst these, 72 children belong to owners of more than 1,000 butties, and 10 children to owners of less than 1,000 butties of land; 5 boys belong to parents who are in employment, but without land; 9 boys are the sons of farmers; 28 the sons of merchants, and 24 belong to neither of these classes.

B. Of the *Government Vernacular Schools.*—I am able to account for 577 boys only, owing to changes and non-receipt of returns; 500 are the children of landowners without Government employment, and 77 of Government officials with land; 10 children only belong to farmers. Of the 577 children belonging to landowners, 168 are the sons of owners of more than 1,000 butties, and 409 the sons of owners of less than 1,000 butties of land.

4. In the Vernacular schools *no schooling fees* have as yet been levied; but next year, when all the school-houses which are built at the expense of the ryots, shall have been finished, a small fee of half an anna per mensem may be introduced.

5. The *books in use* in the Vernacular schools are—Balashikshe, and I and II Book of Lessons, Colenso's Arithmetic, Mangalore School Grammar, Cave Male or Canarese Anthology, and Map of India.

Of *private schools* there are but few of an insignificant, transient nature, and do hardly deserve Government support. Ten more Government schools, as the want arises, will be sufficient for many years to come. New schools will be opened this year in *Kantamurnad Fraserpet*, and *Hebale;* and for next year I may recommend Codlipet, Shirangala, and a few other villages, whence petitions for schools have reached me.

I have had no opportunity of making myself acquainted with the *Roman Catholic schools* in Coorg.

EXTRACTS FROM THE ANNUAL ADMINISTRATION REPORT* RELATIVE TO THE PROGRESS OF EDUCATION IN BRITISH BURMAH, 1866-67.

Classification of Schools.

103. The various schools in the province have been classified as follows:—

Government schools.
Middle class schools.
Anglo-Vernacular and Normal Schools.
Female schools.
Village schools.

Government Schools.

104. There are now 4 Government schools in the province, *viz.*, at Maulmain, Akyab, Ramree, and Prome.

The number of pupils in the 4 schools at the end of the year was 440; they were favorably reported upon by the officers who were present at the examinations.

The net charge to Government for the above schools amounted to Rs. 14,768, and the amount of fees realized was Rs. 3,168.

Middle Class Schools.

105. There are 2 middle class schools,—one at Rangoon, known as the Diocesan School, and the other, the town School at Maulmain.

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* Owing probably to the death of Mr. Hough, the Annual Education Report is so meagre as to contain nothing available for compilation.

The number of pupils in the former is as yet small, there being only 42 at the end of the year; but the attendance is now steadily increasing.

The school received a grant-in-aid of Rs. 2,000 for the past year.

The town school at Maulmain is under the management of a Mr. Gilbert, and is well spoken of.

The number of pupils at the end of the year was 120. Government give a grant-in-aid to this school of Rs. 1,500.

Anglo-Vernacular and Normal Schools.

106. There are 20 Anglo-Vernacular and Normal schools a Rangoon, Maulmain, Bassein, Myanoung, Henzadah, and Toungoo. The number o pupils attending these schools at the end of the year was 1,988, exclusive of one school, from which no returns were received.

By far the most flourishing are the S. P. G. Schools at Rangoon and Maulmain under the able superintendence of the Rev. J. E. Marks and the Rev. J. Evans.

A good sound English education is given in these schools, which are better attended than any in the province, there being 240 pupils in the former, and 315 pupils in the latter at the end of the year.

Some of these schools receive no aid from Government; but the total amount of grants-in-aid to this class of schools and the female schools was, for the past year, Rs. 22,066.

Female Schools.

107. There were 12 female schools in existence during the past year, the number of pupils at the end of the year being 501.

In these are included only those which are purely girls' Schools. In some of the schools, as in the town school at Maulmain and Diocesan school at Rangoon, both boys and girls are taught; but these latter are not shown under this head.

Village Schools.

108. Under the head of village Schools, the returns show 233 schools and 3,989 pupils.

The greater number of these are under the superintendence of the American Baptist Missionaries, and principally established for the instruction of Karens. Government aided with grants 126 of these schools, the amount thus given being Rs. 7,143.

Native teachers in Village Schools.

109. Besides the schools above-mentioned, and in addition to the education given in Kyoungs, or Budhist Monasteries, there are in all large towns and in most large villages several small schools under old men, who teach boys and girls a little reading and writing. These all do good in their

way, and help to advance the cause of education, which is undoubtedly making steady and satisfactory progress throughout the province.

A Director of Public Instruction appointed.

110. During the year a Director of Public Instruction was appointed; this appointment was made chiefly with the view of attempting to introduce a system of elementary education into the Budhist Monasteries by distributing amongst them books of arithmetic, land surveying, and geography translated into Burmese. Operations were not commenced until September; the system has not, therefore, had a sufficient trial to warrant the pronunciation of an opinion as to its success or otherwise.

The late Director of Public Instruction, however, wrote most promisingly of the beginning made. Books, he states, were received more readily than was at first anticipated. The plan has as yet been tried only at Rangoon and Maulmain. The scheme was originated by the late Chief Commissioner, Sir Arthur Phayre. Toleration on the part of the monks, and a desire for instruction amongst the youth who attend the Monasteries, may in due time evoke a spirit of enquiry and bring forth good results.

EXTRACTS FROM THE ANNUAL ADMINISTRATION REPORT OF THE HYDERABAD ASSIGNED DISTRICTS RELATIVE TO THE PROGRESS OF EDUCATION, 1866-67.

A Director of Public Instruction appointed.

83. A Director of Public Instruction was appointed to the province at the commencement of the year under report in the person of Dr. R. Sinclair, L. L. D., and the following tables exhibit a progress which may be fairly deemed satisfactory:—

District.	Number of Schools.	
	*1865-66.	1866-67.
Akolah	12	51
Oomrawutty	11	36
Mehkur	7	44
Woon	5	16
Total ...	35	147

* That is before the Department was instituted.

Increase of Schools and Scholars.

The increase in the number of pupils, and in the languages in which they are instructed, is thus shown as existing after the establishment of the department:—

JUNE 1866.	English.	Marathi.	Sanskrit.	Hindustani.
Akollah	41	604	......	......
Oomrawutty	101	585	......	......
Mekhur	15	394	......	......
Woon...	12	298	......	......
TOTAL ...	169	1,881	......	......

NOTE—The Director of Public Instruction only joined his appointment in June 1866, and his Annual Report is not adapted for compilation.

MARCH 1867.	English.	Marathi.	Sanskrit.	Hindustani.
Akolah...	338	2,163	251	426
Oomrawutty	332	1,522	97	178
Mekhur	214	1,309	75	273
Woon...	146	773	......	......
TOTAL ...	1,030	5,767	423	877

NOTE.—In the table, the pupils who may be learning more than one language are, of course, shown more than once.

The actual *numerical* increase of pupils has been from 1,881 to 6,644 or 253·21 per cent.

Several languages taught.

84. The advance of instruction in English is very marked; the addition of Hindustani as a branch of education has attracted to the schools some proportion of the Mussulman population, who had previously held aloof from the movement. Sanskrit is being taught in 18 of the more advanced schools, and will, doubtless, have an excellent effect in giving an insight into the grammar of the Vernacular Marathi, and gradually purifying its pronunciation in Berar.

Educational Expenditure.

85. The expenditure in this department has been as follows during the year:—

Direction, Inspection, and subsidiary charges ...	Rs.	18,579	3	11
Schools (inclusive of all charges) ...	„	65,667	3	10
TOTAL		84,246	7	9 (£8,424)

Average cost of each Pupil.

or Rs. 11-3 (£1-2-4½) per annum for each pupil.

This is undoubtedly very high, and efforts will be made to effect a considerable reduction during the ensuing year. The average cost of each pupil during the same year in the Central Provinces was Rs. 6-11-6 (£0-13-4½). But it may be borne in mind that, till the commencement of 1866-67, the Hyderabad Assigned Districts were hardly, if at all, furnished with educational appliances and machinery. The start had to be made, so to speak, from the beginning. In the expenses, therefore, shown as incurred in this year, are included such charges as those involved in the first institution of an office, in forming the nucleus of a library, in obtaining the most simple requisites for the schools, and in the numerous other charges which must be made, once and for all, as the outfit of every new undertaking. Perhaps, if this be considered, the expenditure, though large, will not be deemed excessively so; it has been defrayed entirely from the revenues of the province, which have proved well able to support the charge. But it is hoped that sanction will now be accorded to the ordinary educational cess of a percentage on the land revenue, which will largely increase the local resources.

High Schools.

86. Two high schools have been formed,—one at Akola and one at Oomrawutty, both capable of imparting an education which will enble a pupil to pass from them to his matriculation at the universities of Bombay and Poona. In the instruction of these schools, Dr. Sinclair himself takes a part, and exercises a personal superintendence, through which there is little doubt but that his own anticipation of success, so far as preparing individual students for the University is concerned, will be realized. Graduated scholarships in the town schools have been instituted, to be held, on the terms that the holder proceeds to these high schools; and, as soon as sufficient advance is made, the further institution of exhibitions, to enable the successful competitors to proceed to the University, is in contemplation. It is reported that the popularity attending the first competitive scholarship examination held at Akolah, and the public manner in which its results were awarded and notified, have had material influence in the impulse given to the cause of education generally throughout the province.

Educational Appointments.

87. Four Deputy Inspectors have been appointed to the several districts on monthly salaries of Rs. 150 (or £15) each, and have given efficient assistance to the Director. An English head master has been given to each of the two high schools: the total number of masters imported from the Bombay presidency and distributed over Berar during the year has been 244, on salaries varying from Rs. 125 to 30 (or £12½ to £3) per mensem. Their pay may appear in some instances high; but it is difficult to tempt to Berar men of cultivation sufficient to enable them to get their living elsewhere. A native of Poona can hardly be induced to settle down in the Woon district at all, and Dr. Sinclair may be considered to have exerted his influence beneficially for the province in attracting so many well-educated men as have consented to come.

Classification of Schools.

88. The *following* is the classification of the schools now existing :—

		High Schools.	Middle Class or Town Schools.	Lower Class or Village Schools.
Akolah	...	1	7	43
Oomrawutty	...	1	6	29
Mehkur	...	0	6	38
Woon	...	0	4	12
		2	23	122

School-houses.

89. Three new school-houses only were opened during the year,—those at Akolah, Oomrawutty, and M[illegible]capore; the want of such buildings is felt as the greatest impediment both to the extension and improvement of education in the other towns. The local funds are as yet hardly adequate to the expense of their construction; and though the inhabitants are not unwilling to assist, and in some cases have furnished or repaired some building for the purpose, yet what they have to offer in the way of accommodation is of a very poor sort.

Donations.

90. The expenditure in donations, whether of books, maps, or prizes, has been Rs. 7,202 (£720); the value of the books sold has been Rs. 1,948 (£194)—a small sum, a great increase to which may be expected next year.

General result.

91. On the whole, it may be submitted that an excellent start has now been made, and Dr. Sinclair expresses his acknowledgments of the way in which the minds of the people had been prepared for his reception, and of the assistance afterwards rendered to him by the district officers.

EXTRACTS FROM THE ANNUAL ADMINISTRATION REPORT* RELATIVE TO EDUCATION IN THE PROVINCE OF MYSORE, 1866-67.

Progress of Education.

43. The report of last year (1865-66) showed an increase of 17 schools over the number established by, or supported by grants-in-aid from Government. During the present year, the increase has amounted to 16 schools, making up a total of 97, of which 55 are Government schools, and 36 aided by the Mysore State. In these schools there are 5,966 boys and 5,966 and 569 girls under instruction.

Course of instruction systematised.

44. A system of regulating the course of studies on a definite principle applicaable to schools of all grades has been initiated during the year, and promises to secure good results.

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* NOTE.—The report of the Director of Public Instruction is not adapted for compilation.

The standard of instruction in each class has been fixed by prescribing a certain course of study, and certain text books.

45. For the Anglo-Vernacular schools, 6 such classes has been established in addition to the matriculation class, while the course for the Vernacular schools is embraced in 4 classes. By this means the standard which every school in the province has attained can at once be ascertained, and further a comparison can be instituted between the several schools.

Attainment of Anglo-Vernacular Schools.

46. By applying the test thus obtained to the existing condition of the schools, is found that of the 5 superior English schools, 2 only, *viz.*, Hassan and Shemoga, and of the inferior English schools, 1, *viz.*, Colar, have reached the standard of the first class, the matriculation class having been attained as yet in none. The standard prescribed for the second class has been reached in the 3 schools at Chickmoogloor, Chituldroog, and Hoonsoor, respectively, while the remaining schools of this description have not attained beyond the third, or even in some instances the fourth, class standard.

Attainments of Canarese Schools.

47. The condition of the Canarese Vernacular schools, when viewed by this test, is still more unfavorable than that of the English vernacular schools, for, in no case has a standard higher than the third class been reached.

Future results of the new system.

48. In judging, however, of the attainments of the schools, some allowance must necessarily be made for the strictness as well as the novelty of the test which has been applied to them.

In the absence of any such rigid classification as has now been adopted, it is natural that the subjects of study should have been as various as the taste and predilections of the teachers, and that scholars who may have been proficient in one, may have proved very deficient in others. Though the results of the new arrangement has, therefore, been in some degree unfavorable, it may be anticipated that the progress to be made hereafter will be of a more assured and satisfactory character.

Increase to inspecting agency.

49. The adoption of a system by which the course of instruction will be kept under strict regulaton, makes it of importance that the inspecting agency should be most efficient, and with this view a proposal was submitted to Government, and has recently been sanctioned, for the appointment of a second European Inspector. There will thus be two circles of inspection—one comprising the Ashtagram division, the Bangalore and Colar districts of the Nundidroog division and Coorg; and the other, the Nugúr division and the Toomkoor district of the Nundidroog division.

Examination tests for Schoolmasters.

50. Measures have been adopted during the year to improve the efficiency of the schoolmasters, who, as remarked by the Director of Public Instruction, are from the very limited range of their knowledge, often disqualified to impart instruction of a high standard.

For the future it is intended that the student of the Normal School shall be annually subjected to an examination which will test their attainments as well as their qualifications as teachers. They will be required to obtain certificates according to three standards, of which the first two will qualify them for the duties of first and second class assistant masters, and the third, for those of Canarese school teachers.

The position of the native schoolmasters was alluded to in last year's Administration Report, as one that held out but little inducement to those who were seeking for a profession. The low rate of pay and the remote localities to which these teachers are often sent, are the principal subjects of complaint, and constitute a serious difficulty in obtaining a supply of efficient men for the department. The latter objection will be best met by adopting a system of relief; but the necessity of establishing a Normal School at Shemogah, in the Nugur division, where the climate is often enimical to natives of other parts of the country, has now been recognised. A proposal to this effect was contained in the original scheme of education framed for the province, and has been justified by subsequent experience.

Indigenous Schools.

51. The improvement which has taken place in the education supplied by the Government Vernacular schools has manifested itself in the fact that indigenous village schools have, in some instances, been absorbed in the Government institutions, the overtures for this purpose having come from local teachers.

52. The efforts which have been made with the object of improving the condition of the indigenous schools have not, it is feared, proved successful as yet. It was thought that by increasing the facilities for the purchase of Canarese books published at the Government press, the local teachers might be induced to bring them more generally into use. The result has, however, been otherwise. Though several thousand copies of these books have met with a ready sale through the amildars of talooks, not a single one is found to have been introduced into the schools, —a considerable number of which have been visited by the Inspector.

Native method of instruction in Canarese Schools.

53. Some interesting information is supplied by the Director of Public Instruction as to the nature of the instruction which is imparted in Canarese indigenous schools :—

"A boy on entering begins with the study of the alphabet, the letters of which he learns to pronounce from the master, and to form by tracing them out with his finger on the floor in which they are cut, and then writing them on sand spread before him. The next step is to learn combinations of letters and then words of difficult pronunciation. At the same time he (the student) commits to memory an addition table, which is followed by the multiplication table, sometimes carried up to 100 times. Being now able to read, he practises on written papers of all kinds, and has daily exercises in writing upon a wooden slate or on paper. He also gets by heart portions of the "Amara," a kind of vocabulary in Sanskrit, of which he does not understand any thing. In arithmetic

he goes on to learn certain tables of money and weights, and in some cases, tables of fractions. Lastly, he is taught to read or in one poetry, written on the well-known leaf books commencing often with hymns for morning prayer, and in some schools going on to the learning of the Ramayana, Bharata, or other ancient works. No explanation whatever accompanies these exercises, the only object being to commit certain portions to memory * * * At the end of the whole course, therefore, a boy should be able to read, write, add, and multiply."

Native instruction in Hindustani Schools.

54. In the Hindustani schools the course of study is described as follows:—" The alphabet and combinations of letters are first taught, and when a boy is able to read, he is given the Koran, a good deal of which he learns to repeat without knowing a word of its meaning. A good pronunciation is acquired by this practice of reading Arabic first. A great amount of attention is given to writing, to excel in which is an object of much desire. The multiplication table is also learnt. The boys then go on to learn Persian grammar and to read tales and poetry in Persian translating into Hindustani. They also practice writing verses in Persian. So far as language is concerned the scope of the instruction in these schools is not entirely unsatisfactory."

Defective instruction in Indigenous Schools.

55. The method of instruction in all indigenous schools is remarked upon as defective, while more attention should be paid to such subjects as arthmetic, grammar, geography and history.

Scheme for registering Indigenous Schools.

56. The Director of Public Instruction has in the report sketched the outline of a plan, suggested by Mr. Rice, Inspector of Schools, for registering such of the indigenous schools as are willing to submit to periodical inspection, with a view to bestowing rewards where good results can be shown. As these views will doubtless, however, be embodied by Mr. Garrett in a practicable scheme, it is unnecessary to notice the subject further in this place.

High School.

57. The high school in Bangalore has continued to make steady progress. The reports of the examiners, after an examination extending over twelve days, showed that good work had been done in all the classes during the year. The results of the University Examination were equally satisfactory. Seven boys passed the Matriculation, and 4 the first Arts Examination; of the latter 2 were placed in the first class. There are now in the college department 4 students in the B. A. class; 8 in the First Arts class; and 34 in the Matriculation class.

Publication of uniform series of Canarese School Books for Madras and Mysore.

58. Arrangements have been made, in concert with the Director of Public Instruction in Madras, to publish the series of Canarese school books for use both in Mysore and the Madras presidency on a uniform plan. The advantages of this arrangement are that one department will derive benefit from the e[illegible]perience of the other, and that the issue of larger editions will r[illegible] the cost of the works.

59. The sale of books throughout the province realized a sum of Rs. 10,025, being 40 per cent. more than the realizations of the previous year.

Book sales.

60. The Director of Public Instruction remarks on the inadequate accommodation afforded in the school-houses which have recently been built on the standard plan provided by the Public Works Department. The subject will receive early consideration.

School-houses.

61. These schools are distinguished under 3 heads,—*viz.*, higher, middle and lower class. The female schools form a 4th division.

Grant-in-aid Schools.

62. The higher class comprises 4 schools which are supported by grants-in-aid to the amount of Rs. 9,570. Of this amount the Bishop Cotton's School, which was established in 1865, receives Rs. 5,170 per annum, and exhibits a cost to Government for each pupil of Rs. 191-7-6; the cost in the other 3 schools of this class ranging from Rs. 8-12-9 to Rs. 17-3 per pupil. The schooling fees in this class of schools range from 2 annas to 1 Rupee per mensem.

Higher Class.

63. There are 8 schools comprised in the middle class, consisting of Protestant and Catholic institutions, at which 343 Hindus, 6 Mussulmans, and 455 Christians and others are instructed. The schooling fees range from ½ anna to 1 Rupee, and the cost to Government averages about Rs 8 per pupil.

Middle Class.

64. In this class are comprised chiefly Mussulman and Hindu schools. Of the 1,632 pupils born eon the books, no less than 1,297 are Mussulmans, and the remaining 335 are Hindus. The schooling fees range from ¼ anna to 4 annas per mensem, and the cost of each pupil to Government averages about Rs. 3 and 4.

Lower Class.

65. There are 8 schools for girls supported by Government aid and situated, with one exception, in Bangalore. The proportion of castes and sects is 398 Hindus, 5 Mussulmans and 166 others (including Christians). These schools are chiefly in connection with the Wesleyan and London Missions; that which receives, however, the largest grant, is the Catholic Seminary called "The Convent of the Good Shepherd," which was established in 1854.

Female School.

66. The education of Mahomedan girls has been hitherto confined to a few who receive instruction in the London Mission School in the Bangalore Pettah. A movement has commenced among the Mussulman inhabitants for the purpose of establishing a girls' school under their own direction, and as it has been largely supported by the hase influential members of the community, it is hoped that the zeal also geromoters will not prove evanescent.

Progress of Female Education among Mahomedans.

Sanskrit,

PART III.

IMPORTANT CORRESPONDENCE OF THE GOVERNMENT OF INDIA.

I.

BRANCH SCHOOLS IN THE PUNJAB.

From A. M. MONTEATH, ESQ., *Under-Secy. to the Govt. of India,* HOME DEPARTMENT, *to the Secretary to the Government of the Punjab,—(No. 249, dated 23rd April* 1866).

Referring to the "branch schools" mentioned in Major Fuller's "Half-yearly Report on Popular Education in the Punjab for the period ending 30th September 1865," I am directed to request that that officer may be called upon for a brief account of the system pursued in the establishment of these institutions, and the general results observed.

2. These schools appear to be in some cases important auxiliaries to the central zillah schools, and the information herein called for may, perhaps, be found useful for communication to the Educational authorities of other provinces.

From T. H. THORNTON, ESQ., *Secretary to the Government of the Punjab, to the Secretary to the Government of India,* HOME DEPARTMENT,—*(No. 199, dated 4th June* 1866).

In compliance with your letter No. 249, dated 23rd April 1866, I am directed to forward copy of a report* by the Director of Public Instruction, on the system of branch schools established in the Punjab, in connection with the Government zillah schools.

* No. 162, dated 16th ultimo.

2. The Hon'ble the Lieutenant Governor desires me to add that there can be no doubt that the introduction of this system has marked quite an era in the progress and popularity of our schools, whether Government or aided, in which it has been adopted.

From MAJOR A. R. FULLER, *Director of Public Instruction, Punjab, to the Secretary to the Government of the Punjab,—(No. 162, dated 16th May* 1866).

I have the honor to submit, as follows, a brief account of the system pursued in the establishment of branches to zillah schools, and the general results observed, which was called for in No. 249, dated 23rd

[The principle upon which the following correspondence with the Government of India has been selected is, that either the subject is of general interest, or the decision conveyed in the particular case is capable of general application.]

April 1866, from the Government of India, in the Home Department, received under your No. 153, dated 30th idem.

The first step is in concert with the Local Committee of Public Instructions, which, in the Punjab, consists entirely of Native gentlemen without any admixture of European officials, and is consequently a fair exponent of genuine Native opinion to ascertain, at the town where a zillah school is open, whether there are any large numbers of children who are deterred from entering it on account of its distance from their homes, and the rate of fee charged therein. It will generally be found that these reasons are alleged for non-attendance by a great majority, who would otherwise be willing enough to learn English and the other subjects systematically taught in a Government school, but excluded from the curriculum of a purely indigenous one. Overtures are next made to the most influential teachers of indigenous schools in the town to make their schools the nuclei of branches to the zillah school by countenancing the gradual addition of their own curriculum of the same text books and studies (including English) as are adopted by the lower classes of the zillah school. In return the teachers are allowed small stipends, obtained from any available source, such as Municipal funds, local subscriptions, fees, and, perhaps, savings from the salary of a teacher in the main school. This suffices to enlist their sympathy in the cause and to turn and keep their influence, which is not to be despised, on the side of the more liberal and advanced education offered by Government. These indigenous teachers, however, can seldom do more than carry on the instruction of their pupils after the fashion of their forefathers. The new studies, and especially the elements of English, have, therefore, to be taught either by extra teachers, for which we scarcely ever have sufficient funds, or by monitors, selected from amongst the most advanced or most suitable and apt of the pupils in the main zillah schools. These monitors do the extra work of teaching in the branches for a couple of hours daily, in addition to attending their own classes for study in the zillah school, for trifling stipends; and some of the poorer ones are thus enabled to carry on their education much longer than their pecuniary circumstances would otherwise admit of their doing. The indigenous teachers have generally all along been in the habit of taking fees after their own fashion from the children; and the levy of such fees is now made stricter and more general, but the rate is kept considerably below that charged in the zillah school, often by expressly raising the latter, especially for the lower classes, so as to rid the main institution of the little boys who have not yet learnt their A B C, and induce all to get through the studies of the two lowest classes before entering the main zillah school.

The results observed are, that in most cities and large towns, especially at Delhi, where the system was first started towards the close of 1862, or beginning of 1863, these branch schools have become highly popular. Wealthy people, even who would not send their young children a mile or even half a mile away to the zillah school, and were at first prejudiced against the system of education pursued there, send them willingly to the indigenous teacher, who keeps a branch school

in their own street or its immediate neighbourhood; and by the time the boys have gone through the better part of their old fashioned curriculum, they have also imbibed a taste for other studies, including English, pursued at the zillah school, and show an eager desire to gain admittance, which, as a rule, is only granted after they have mastered some of the elementary books in a branch institution. By this means the *status* of the zillah school is greatly improved; its lower classes are gradually abolished one by one, beginning from the bottom; and that part of the work is left to the branches to perform. The attendance of boys following the zillah school curriculum is thus indefinitely increased, and the higher class of the main school are kept well filled by periodical drafts of pupils from the branches. The zillah school-house would be utterly unable to contain the vast numbers, except by some arrangement of this kind which leaves all the most elementary scholars to be instructed in preparatory institutions. The popularity and prosperity of these institutions, moreover are increased by appointing one or more Native gentlemen of wealth and influence as the patrons of each. Wholesome emulation is excited; and in some cases, a patron spends no inconsiderable amount of time and money in furthering the interests of the school which he has taken under his special care.

But it is needless for me to enter further into the advantages of the system. They must be evident at a glance. The only difficulties are—(1) to carry popular feeling along with the Government scheme of zillah school education; and (2) to find the funds for paying for the instruction of so many extra scholars. In the first respect we have, as a rule, been successful in the Punjab; in the second, I can only say we have made the most of the very limited amount at our disposal,—so that the total cost of education per head in zillah schools has fallen from Rs. 44-5, as it was during 1862-63, to Rs. 22-2-2 during 1864-65; and the year just closed will show an equally favorable result. I may also note that the average attendance for the above years has risen at the three great cities of Delhi, Lahore, and Umritsur from 282, 121, and 148, to 1,072, 545, and 901 respectively, and at other smaller places in something like the same proportion. At the present moment, too, the Delhi school has 25, and the Lahore 17, in their highest class preparing for the Calcutta University Matriculation; and the classes below are all almost equally large, and ready to move up year by year, simply because they are now well fed from below. I conceive that these results are mainly due to the establishment of these systems of branches of zillah schools, which, having been first begun at the Delhi Government School, has been extended, as far as funds and other circumstances would permit, to other Government schools, and has been adopted by the most energetic of the managers of superior aided schools. I may instance the Reverend C. Forman among these, who, by this means and at a very trifling increased cost, raised his school attendance at Lahore from 525 to 1,308 during the one year of 1864-65.

II.

TRANSFER TO IMPERIAL FUNDS OF CHARGES DEBITABLE TO LOCAL CESSES.

RESOLUTION—By the Government of India, HOME DEPT.,—*(No. 525, dated 3rd May 1866).*

Read a letter from the Government, North-Western Provinces, No. 1099A, dated 2nd April 1866, forwarding a tabular statement, showing the increase of grant proposed for the extension of female education in the 1st and 2nd Circles.

RESOLUTION.—The proposed additional expenditure from Imperial funds may be sanctioned; but, in intimating such sanction to the Government, North-Western Provinces, it should be pointed out that the establishment of schools from the Local Cess Fund, in view to the future transfer of their cost to the Imperial revenue, is objectionable Expenditure, which may appear to the Local Government to be not properly debitable to the Local Cess Fund, ought not to be incurred on that fund in anticipation of future transfer to Imperial revenue.

2. The Government, North-Western Provinces, should also be informed that the Government of India is not prepared to countenance the indefinite extension of female schools "supported entirely by Government," * * * * * * but the extension of the system should be carried out, as is now being done in some parts of the Punjab, on the grant-in-aid principle.

III.

IN APPLICATIONS FOR INCREASE TO TEACHERS' STAFF, FEE RECEIPTS TO BE CONSIDERED.

From A. M. MONTEATH, ESQ., *Under-Secy. to the Govt. of India,* HOME DEPT., *to the Chief Commissioner, Central Provinces,—(No.* 1261, *dated* 28*th May* 1866).

I am directed to acknowledge the receipt of your Secretary's communication No. 1217—97, dated the 4th instant, containing an application for a grant of Rs. 100 per mensem in aid of the Roman Catholic Boys' School at Kamptee.

2. It is stated by the Director that the aid, if sanctioned, "is intended to be applied to improving the English teaching staff, and to adding two vernacular teachers;" but the proposed staff of teachers, as entered in the form of application, shows only the addition of two vernacular teachers on Rs. 15 per mensem each, the pay and numbers of the existing teachers being the same as in the present scale.

3. I am to request that you will be good enough to explain the discrepancy above noticed.

4. I am also to take the opportunity of drawing attention to the very small amount of fees collected from the pupils. The sum of Rs. 50 is entered in the statement as the annual income obtained

hitherto from this source, and the same amount is entered in the corresponding column showing the anticipated receipts of the school, under this head, on its proposed footing.

5. Considering that there are 90 pupils in the school, of whom nearly half (40) are Europeans or Eurasians, the above-mentioned amount of fee income appears, in the absence of explanation, to be disproportionately small, for it gives scarcely 9 pie per mensem for each pupil on the average.

6. If the average monthly fee per pupil were raised to (say) 4 annas (which, considering the class of instruction to be given, cannot be regarded as high), the annual receipts on this account would amount to Rs. 270, the difference between which and the present amount would go some way towards meeting the objects which it is proposed to carry out by means of the Government grant.

7. It is to be remembered, I am to observe, that an amount of aid, representing (as proposed in this case) the full half of the anticipated expenditure, is the *maximum* which, under the Grant-in-aid Rules, can under any circumstances be given; but care should, of course, be taken not to give more than is shown in each case to be really necessary. The limited amount of public money which can be made available for grants-in-aid, and the yearly increasing demands for expenditure of that kind, makes it very necessary that every care should be taken in its disposal.

IV.

ADMISSION OF NATIVE CHRISTIANS INTO SCHOOLS FOUNDED UNDER LORD CANNING'S MINUTE OF OCTOBER 1860.

From A. M. MONTEATH, ESQ., *Under-Secy. to the Govt. of India,* HOME DEPT., *to the Honorary Secretary to the Calcutta Diocesan Board of Education,—(No.* 1331, *dated* 30*th May* 1866*).*

I am directed to acknowledge the receipt of your letter, dated the 1st instant, enquiring whether the children of Native Christians can be admitted into the schools founded under Lord Canning's minute of October 1860.

2. In reply, I am directed to observe that, though there can be no doubt that the schools in question were intended for European and Eurasian children solely, yet that the Governor General in Council would not object to the reception of Native Christians into any such school at the discretion of the Committee. It must rest with the Committee, however, in every case, to judge how far, in admitting Native Christians, it will be carrying out the wishes of other subscribers to the school.

V.

AID TO ZILLAH SCHOOL BUILDINGS.

OBSERVATIONS—By the Government of India, Home Dept.,—*(No.* 4004, *dated* 27*th August* 1866*).*

Read an extract from the Public Works Department, No. 657A, dated the 23rd ultimo, forwarding a letter from the Punjab Government for opinion as to the extent to which aid should be furnished from Imperial funds in the construction of zillah schools, and whether, under the circumstances represented by the Punjab Government, there is any objection to the balance of the cost of the zillah school at Umritsur being defrayed from that source.

Observations.—In Bengal, endeavors have ordinarily been made to raise by subscription half the cost of erecting zillah schools; but in some instances where this has been found to be impossible, a less amount of subscriptions has been accepted.

2. In the North-Western Provinces there have hitherto been no zillah schools, and the question has never arisen; but in respect of Government tehseelee schools, the rules of the North-Western Provinces (which are also in force in Oudh) provide that the *aggregate* contributions on account of all the buildings proposed to be undertaken during the year should amount to "at least one-third of the whole expenditure proposed," thus allowing any surplus over and above one-third in the richer localities to cover deficiencies in poorer localities.

3. The North-Western Provinces rule might fairly be applied to all Government school buildings (whether for tehseelee or zillah schools). Indeed, in applying the rules of the North-Western Provinces to Oudh, it is observed that this rule was adopted as respects zillah school buildings, as well as tehseelee school buildings.

4. Local cess funds are not, strictly speaking, applicable, and should not in future be applied to the erection of buildings for schools not intended primarily for the education of the agricultural population —the one per cent. cess being in fact a contribution by the agricultural body only.

5. In the particular case of the Umritsur Zillah School, the debit of the balance of one-third of the cost to Imperial funds may be allowed.

VI.

ASSIGNMENTS TO SCHOOLS FOUNDED UNDER LORD CANNING'S MINUTE OF 1860.

From A. M. Monteath, Esq., *Under-Secy. to the Govt. of India,* Home Dept., *to the Secretary to the Government of the Punjab,—(No.* 4567, *dated* 14*th September* 1866*).*

* * * * * *

3. Under the provisions of Lord Canning's minute of October 1860, the Government gives, in addition to an annual grant under the ordinary Grant-in-aid Rules, an equivalent to the sum collected from

private subscriptions as a building or foundation fund; but in thus stating the actual provisions of Lord Canning's minute, it was not intended in any way to supersede or modify the enquiry made previously in the letter of 30th January, as to whether it might not be better, in respect of a building or foundation fund, to give year by year an equivalent of the amount actually spent therefrom.

4. This enquiry, I am to explain, had reference to the apparent inexpediency of capitalizing the Government grants-in-aid of building and endowment funds by giving large sums which, so far at least as endowment purposes are concerned, can only be used for investment instead of giving year by year an equivalent of the sums actually expended from such funds. And it was solely with the view of avoiding a demand for large grants of principal sums, and the consequent drain on the limited resources available annually to meet the current wants on account of educational expenditure, that the suggestion was made.

5. I am desired, however, to state, with reference to the objections urged against the proposal in the Bishop's letter of the 23rd April to Mr. Slater, that the Government of India would not wish to press the point, should the Bishop and others who may be interested in the establishment of the particular class of schools under notice, continue to regard the suggested change in an unfavorable light.

6. But if the existing practice be continued of giving in lump an equivalent of sums collected from private subscriptions towards building and foundation funds for schools established under the provisions of Lord Canning's minute of October 1860, it will be desirable, I am to observe, that yearly statements should be required from the managers of such institutions showing the balances at credit of the building and foundation funds respectively, as well as the income and expenditure of the funds for the year.

7. And it will be, of course, most essential to see that all expenditure on account of the school building properly debitable to the building fund, as well as all expenditure from the foundation fund, is carefully distinguished in the statement of yearly expenditure, so that it may be deducted in determining the amount of yearly current aid to which the school may be entitled under the ordinary Grant-in-aid Rules.

VII.

NECESSITY OF ENFORCING FEE RATES IN ZILLAH SCHOOLS.

From A. M. MONTEATH, ESQ., *Under-Secy. to the Govt. of India*, HOME DEPT., *to the Chief Commissioner of the Central Provinces,—(No.* 4807, *dated 22nd September* 1866*)*.

I am directed to acknowledge the receipt of your Secretary's letter No. 2921—270, dated the 4th instant, submitting reasons for which any immediate attempt to raise the scale of tuition fees in the Nagpore City

Mission School is considered inexpedient, and recommending that the augmentation of the grant-in-aid of the school applied for on the 9th July may be sanctioned.

2. In reply, I am directed to state that the Governor General in Council would not object to sanction the additional grant temporarily (say for one year), pending such further increase of the fees as will render the school independent of the additional aid from Government; but it is observed that the grant would be in excess of half the expenditure, the present actual disbursements shown in the detailed schedule attached to your Secretary's letter of 9th July (Rs. 489) and the additional Rs. 60 proposed for the two English masters being only Rs. 549, while the augmented grant would be Rs. 320.

3. The deficiency may possibly be accounted for, to some extent, by expenditure of a miscellaneous kind other than on the teaching staff, or by setting down some expenditure (not shown in the statement) on account of the general superintendence of the Missionaries. But, however this may be, it is necessary that, before the additional grant can be given, full explanation should be afforded on the point.

4. I am to take this opportunity of drawing your attention earnestly to the necessity of a careful revision of the rates of tuition fees in Government zillah schools, and of a strict attention to the necessity of enforcing the realization of the rates. From the Education Report of 1864-65 it appears that the average fee actually realized was about 14 annas per annum from each pupil—a result which shows that even the very low monthly fee rates indicated as the prescribed rates in paragraph 23 of the Report can be but imperfectly enforced. To fix a reasonable rate of fee for the several classes in the zillah schools is a matter of importance, not only from the means which an improved fee income affords of improving the condition of the schools, but from the strong motive which it affords for regular attendance. It is particularly important, moreover, that this matter should be prominently kept in view in the Government zillah schools; which should, in this respect, be examples to private schools of a like *status*.

VIII.

RIGHT OF PRE-EMPTION OF SCHOOL BUILDINGS.

From A. M. MONTEATH, ESQ., *Under-Secy. to the Govt. of India*, HOME DEPT., *to the Secretaries to the Governments of Bengal, Fort St. George, Bombay, the North-Western Provinces, and the Punjab; and the Chief Commissioners of Oudh, British Burmah, and the Central Provinces; and the Commissioner of Mysore; and the Resident at Hyderabad*,—(*Nos.* 5556—65, *dated* 13*th October* 1866).

To the Advocate General No. 4260, dated 4th September.
From the Advocate General, dated 20th September.

I am directed to forward, for $\frac{\text{the informaton of}}{\text{your information}}$ a copy of the correspondence noted in the margin, relative to the Government claim to pre-emption, under certain circumstances, of school buildings, for the erection, purchase, or enlargement of which aid is given by Government

under the Grant-in-aid Rules, and to suggest that the course recommended by the Advocate General for placing the Government claim on a satisfactory footing be adopted in.

From A. M. MONTEATH, ESQ., *Under-Secy. to the Govt. of India,* HOME DEPT., *to the Advocate General, Calcutta,*—(*No.* 4260, *dated 4th September* 1866).

It is usual in some parts of the country to give grants of money from the State towards the erection, purchase, or enlargement of buildings for schools under private management. The conditions under which such grants are made in any particular province are embodied in a published code of " Grant-in-aid Rules" applicable to such province.

One of the conditions is as follows, *viz.* :—

" That, in the event of any building, towards the erection, purchase, or enlargement of which a grant may have been made by Government, being subsequently diverted to other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators—credit being given for so much of the grant as may bear the same proportion to the whole, which the estimated value of the building bears to the total original cost."

2. I am directed to request that you will favor the Governor General in Council with your opinion whether the Government of India could legally enforce the right of pre-emption as stipulated for in the clause above quoted in the event of its being disputed; and if there be doubt in the matter, that you will state what you would recommend to be done in view to placing the Government claim on a satisfactory footing.

From T. H. COWIE, ESQ., *Advocate General, to the Under-Secy. to the Govt. of India,* HOME DEPT.,—(*dated 20th September* 1866).

I have the honor to acknowledge receipt of your letter No. 4260 of the 4th instant, relating to the conditions under which grants-in-aid are made to schools, and the sufficiency of such conditions to protect the interests of Government.

2. The Codes of Rules have not the force of law, and can only operate as being the terms of the particular contract with the grantee who accepts a grant with notice. Under the circumstances, I think the publication of the code would be noticed; and it may be (though as to this I am not informed) that applicants are obliged to state that they will accept the grant, subject to the conditions of the code, or that the Government letter assenting to the grant contains an express reference to the code.

3. Inasmuch as the right of pre-emption is a " contingent right or interest to or in land" within the meaning of the Registration Act, it is necessary to consider the effect of that Act with reference to the

present question. Unless there is some writing on the part of the grantee to the effect that he accepts the grant on the terms laid down in the code, the right of pre-emption would rest merely on an "oral agreement or declaration," which would be ineffectual as against any registered mortgagee or purchaser, or even as against the devisee under a registered will from the grantee. If, on the other hand, we suppose an instrument signed by the grantee, that would be an instrument creating a right or interest in immoveable property, and if unregistered would be inadmissible in evidence, and would not affect the property in respect of which the grant was made.

4. I am of opinion that, in all cases before or at the time the money granted is paid over, the grantee and the officer of Government making the grant should sign a written agreement to the effect that the grant is made and accepted subject to the condition as to pre-emption and all the other conditions contained in the code—the grantee undertaking to sell and the Government officer to buy for Government on those conditions. This agreement should be registered, but will not require a stamp; and it will, I think, be effectual to preserve the Government claim as against the grantee or any person claiming under him.

IX.

SENIOR SCHOLARSHIPS IN LOWER PROVINCES.

From G. R. Elsmie, Esq., *Offg. Under-Secy. to the Govt. of India,* Home Dept., *to the Officiating Junior Secretary to the Government of Bengal,*—(*No.* 5881, *dated* 29*th October* 1866).

I am directed to acknowledge the receipt of your letter No. 2783 T, dated the 3rd instant, forwarding a copy of a communication from the Director of Public Instruction, submitting a scheme for increasing the number of senior scholarships open to public competition in the Lower Provinces.

2. The Go[illegible]neral in Council observes that, when the number of 24 se[illegible]ships was fixed, the number who had passed in that year the[illegible]s Examination was 84. It is now nearly double, *viz.*, 165 ; RE-EMPTIC Director of Public Instruction proposes to increase the number of scholarships annually available from 24 to 50, that is, more than double, although, from the increase being principally in scholarships of a lower amount, the increased cost is not quite double the former cost.

3. I am directed to point out that it does not follow that the original proposition of scholarships to under-graduates passing the First Arts Examination should be maintained as education advances and comes to be more appreciated. A large proportion may be necessary as a stimulus at first, when the advantages of education are comparatively little appreciated; but, having regard to the very great progress of education in Bengal in recent years, the Governor General in Council is of opinion that the present proposal is excessive, and desires that the Lieutenant Governor will re-consider it.

4. I am at the same time to request information as to the total number of those who have passed the First Arts Examination, and who are now continuing their studies in the 3rd and 4th classes of the several affiliated colleges.

From A. M. MONTEATH, ESQ., *Under-Secy. to the Govt. of India*, HOME DEPT., *to the Under-Secretary to the Government of Bengal,—(No.* 1308, *dated* 13*th December* 1866*)*.

In continuation of Mr. Elsmie's letter No. 5881, dated the 29th October, requesting further information relative to a proposal which had been submitted for increasing the number of senior scholarships open to public competition in the Lower Provinces, I am directed to say that the Governor General in Council would be glad if it could be shown, from the actual results of last year, how far the grant of the proposed additional number of scholarships would have added to the number of those who, having passed the First Arts Examination, continued their studies in college.

2. It may, perhaps, be assumed that every student obtaining one of the 26 additional scholarships would have continued his studies in college: but of these it is not improbable that a considerable proportion did, in point of fact, continue their studies in college without scholarships; and if this be the case, the effect of the grant of 26 additional scholarships may be fairly estimated by the remaining number of students who, in point of fact, did not continue their studies, but who would, on the above-mentioned assumption, have been induced to do so by the grant of scholarships.

3. If, for instance, it appears that of the 26 students, who would have got the additional scholarships at the last examination, 15 have, in point of fact, continued their studies, it follows that the effect produced by the grant of the 26 additional scholarships would, at most, have been to induce a continuance of college studies on the part of 11 students, who, in the absence of scholarships, did not do so.

4. I am to take this opportunity of enquiring when the existing number of 24 senior scholarships was fixed. It is, perhaps, not the case, as assumed in paragraph 2 of this Office letter of 29th October, that the year 1861-62, from which the comparison of results given in Mr. Atkinson's letter commences, was the year when the 24 senior scholarships were first introduced.

From S. C. BAYLEY, ESQ., *Junior Secretary to the Government of Bengal, to the Secretary to the Government of India*, HOME DEPT.,—*(No.* 473, *dated* 28*th January* 1867*)*.

With reference to the letters* from the Home Department noted in the margin, I am directed to forward herewith a copy of a communication† from the Director of Public Instruction, submitting the information required by the Government of India in connection with his proposal to increase the number of senior scholarships open to public competition in the Lower Provinces.

* No. 5881, dated 29th October 1866.
No. 1308, dated 13th December 1866.

† No. 117, dated 14th January 1867.

2. The Lieutenant Governor agrees with Mr. Atkinson in thinking that the indirect effect which is likely to be produced by increasing the number of available prizes should be taken into consideration in dealing with the present question, and His Honor, therefore, begs to repeat his recommendation that the proposal may receive the early sanction of His Excellency in Council.

3. I am to add that the reasons urged by the Government of India would, in His Honor's opinion, apply with equal force to a refusal to give any sort of honor or reward for educational distinction, as a certain number of men would always attain the highest proficiency without such stimulus.

From W. S. ATKINSON, ESQ., *Director of Public Instruction, to the Secretary to the Government of Bengal,—(No.* 117, *dated* 14*th January* 1867*).*

In reply to your endorsements Nos. 4504 and 5071, dated 9th November and 20th December 1866, forwarding communications from the Government of India on the subject of my proposal to increase the number of senior scholarships, I have the honor to report that I have obtained statements from all the affiliated colleges which show that at the end of the year their fourth year classes contained 94 students, and their third year classes 134 students. The fourth year classes are composed of students who passed the First Arts Examination in 1864, when the list of successful candidates contained the names of 138 students who were eligible for senior scholarships, and the third year classes are composed of students who passed in 1865, when the list comprised 168 eligible candidates. It appears, therefore, that 44 students who might have been in the fourth year classes have dropped off in the course of the two years, and that, similarly 34 students have dropped off during the last year who might have been in the third year classes.

2. I have also ascertained by referring to the mark list, that 12 out of the 44 First Arts candidates of 1864, who are no longer prosecuting their studies, would have obtained scholarships if the number of scholarships had been increased by 26, and that, under the same supposition, 11 of the missing candidates of 1865 would have obtained scholarships.

3. From these results it may, perhaps, be considered that the number of additional scholarships for which I have applied is unnecessarily large; but it should be borne in mind that the indirect effect which is likely to be produced by increasing the number of available prizes is also considerable, as the chances of gaining some means of support during a college career will always be taken into account by the poorer students before they determine to enter on such a course, whilst it is also the fact that many of those who continue to prosecute their studies without scholarships are pressed by poverty and are often obliged to contribute to their own support by undertaking private tuition and other work, in addition to their college studies. When besides this it is remembered that the number of candidates will steadily increase, and that the number of junior scholarships annually available is 160, I do not think that the number of senior scholarships I have asked for can fairly be thought excessive.

4. When the present Scholarship Rules were framed in 1861, the 24 senior scholarships which are annually available were obtained by lumping together the then existing college scholarships which had been sanctioned from time to time when the several Government colleges were founded.

These were—

Presidency College Scholarships	...	...	...	8
Hooghly College Scholarships	...	...	...	4
Kishnaghur College Scholarships	...	...	...	4
Berhampore College Scholarships	...	...	...	4
Dacca College Scholarships	...	...	...	4
		Total	...	24

Extract from the Proceedings of the Government of India, in the Home Dept.,—*(No.* 1417, *dated* 11*th February* 1867*).*

Read the undermentioned papers :—

From the Bengal Government, No.	2783T,	dated	3rd	October	1866.
To ,, ,, ,,	5881,	,,	29th	,,	,,
To ,, ,, ,,	1308,	,,	13th	December	,,
From ,, ,, ,,	473,	,,	28th	January	1867.

Observations.—On the 3rd October last, the Bengal Government proposed to increase the number of senior scholarships open to public competition in the Lower Provinces annually from 24 to 50.

2. In reply, it was observed that, when the number of senior scholarships was fixed at 24, the number of under-graduates who had passed the First Arts Examination in that year had been 84, and had since increased to 165. It was remarked that it was not necessary to maintain, as education advanced and came to be more appreciated, the large proportion of scholarships which were required as a stimulus at first; and hence the proposal of the Lieutenant Governor was considered to be excessive.

3. The Lieutenant Governor has now repeated his recommendation. The principle stated in the letter to the Bengal Government, dated the 29th October, that it is not necessary to maintain the original proportion of senior scholarships to under-graduate students passing the First Arts Examination, should be adhered to. Some increase, however, in the number of senior scholarships may properly and beneficially be allowed, as the number of students may be said to have exactly doubled, and is increasing year by year. An addition, therefore, of something over 50 per cent. to the number of senior scholarships, raising them from 24 to say 40, will be appropriate and reasonable, and these might be divided into three classes, as follows :—

10 of Rupees 32 per mensem.
12 of ,, 25 ,,
18 of ,, 20 ,,

Ordered, that the papers on the subject be forwarded, with the foregoing remarks, to the Financial Department, for further consideration and orders.

RESOLUTION—By the Government of India, FINANCIAL DEPT.,—*(No. 1035, dated 28th February 1867).*

Read Extract, Home Department, No. 1417, dated the 11th instant, with enclosures, suggesting that the number of senior scholarships in Bengal, which are thrown open to public competition annually, and are tenable for two years, should be increased from 24 to 40, at an additional cost of Rs. 574 per mensem, as shown below :—

Proposed Scale.

	Rs.	
10 at 32	320	
12 at 25	300	
18 at 20	360	
	980 × 2=	1,960

Present Scale.

9 at 32	288	
15 at 27	405	
	693 × 2=	1,386
Increase per mensem ...		574

RESOLUTION.—The increase proposed is sanctioned.

ORDERED, that the foregoing Resolution be communicated to the Home Department and the Accountant General, Bengal.

X.

FEMALE EDUCATION IN BOMBAY.

From W. WEDDERBURN ESQ., *Acting Secretary to the Government of Bombay, to the Secretary to the Government of India,* HOME DEPT.,—*(No. 13, dated 9th March 1867).*

I am directed to forward for the favorable consideration of the Government of India, the accompanying copy of a letter from the Director of Public Instruction, No. 2259, dated the 2nd ultimo, relative to Native female education in this presidency.

2. In submitting this letter, I am desired to state that the interest and importance of the subject were pressed upon the attention of Sir A. Grant in the Resolution of this Government on the Report on Public Instruction for the year 1864-65 (copies of which have already been forwarded to the Government of India); and that it is with much satisfaction the Right Hon'ble the Governor in Council has received the assurance contained in Sir A. Grant's letter that it will be possible to promote throughout the country the education of girls up to 10 or 11 years of age.

3. It will be seen also that Sir A. Grant pledges himself to do this satisfactorily, if aided with an annual assignment of Rs. 30,000 from the Imperial funds.

4. Under these circumstances, I am directed to submit the strong recommendation of the Right Hon'ble the Governor in Council that the Government of India will be pleased to sanction the assignment of Rs. 30,000 for "Female Education" in the manner proposed by Sir A. Grant.

From SIR A. GRANT, *Bart., Director of Public Instruction, Bombay, to the Acting Secretary to the Government of Bombay,—(No.* 2259, *dated* 2*nd February* 1867*).*

I beg to address Government with reference to their Resolution No. 613, dated 16th October 1866, paragraph 12, on the Educational Report for 1864-65, in which Government specifies female education as one of the chief points to which attention should now be directed.

2. While adhering to my former opinion (*see* my Report for 1865-66, paragraph 55), that female education, in its full extent, implies a change in the social customs of the Natives with regard to infant marriage and other things, I now find that it will be possible to promote throughout the country the education of girls up to 10 or 11 years of age.

3. Girls attending school from 5 to 11 years of age may certainly acquire a knowledge of reading, writing, and arithmetic, which (especially in the case of their being married to educated Natives) might be of great importance to them, and which would probably lead the way to greater results hereafter.

4. No assignment of Imperial funds has hitherto been made for female education in the Educational Budget of this presidency, and no regular attempt has been made as yet to organize this branch of Public Instruction. I would now solicit that an annual assignment of Rs. 30,000 for female education be made in the Budget of 1867-68, and succeeding years; and if the means be thus afforded, I will endeavor to show results worthy of the outlay.

From E. C. BAYLEY, ESQ., *Secy. to the Govt. of India,* HOME DEPT., *to the Acting Secretary to the Government of Bombay,—(No.* 3804, *dated* 13*th April* 1867*).*

I am directed to acknowledge the receipt of your letter of the 9th ultimo, No. 13, recommending, for the sanction of the Government of India, a proposal made by the Director of Public Instruction for an annual grant of Rs. 30,000 from the Imperial revenues in furtherance of the cause of female education in Bombay.

2. In reply I am instructed to say that the Government of India is always disposed to allow considerable latitude in regard to expenditure for female education, the matter being one on which it is hardly possible to prescribe precise rules, and in which very much must be trusted to the judgment, tact, and discretion of the Local Educational Authorities. But it has not been the practice in the Financial Department, even with this object in view, to make a lump assignment from the Imperial revenues to the large extent now asked for; and, on financial considerations, it seems necessary that the Government of India should be placed in possession of at least some sketch or indication of the plan on which it is proposed to provide female education by means of public money and that some intimation should be given of the degree of co-operation and joint expenditure to be expected from the community. I am accordingly desired to request that such information may be submitted to the Governor General in Council.

From C. GONNE, ESQ., *Secretary to the Government of Bombay, to the Secretary to the Government of India*, HOME DEPT.,—*(No. 35, dated 31st May 1867).*

Referring to your letter No. 3804, dated the 13th ultimo, I have the honor by direction of the Right Hon'ble the Governor in Council, to forward to you the accompanying copy of a letter* from the Director of Public Instruction, affording the information required by the Government of India as, to the plan on which it proposed to provide female education in this presidency by means of public money, &c.

* No. 312, dated 1st May 1867.

2. In forwarding this letter, I am desired to renew the strong recommendation of this Government in favor of Sir A. Grant's proposals, in which His Excellency in Council entirely concurs.

From SIR A. GRANT, *Bart., Director of Public Instruction, to the Secretary to the Government of Bombay,—(No. 312, dated 1st May 1867).*

With reference to Government Resolution No. 216, dated 27th ultimo, I have the honor to report as follows:—I asked for an assignment of Rs. 30,000 per annum for "Female Education" in the same way as my predecessor, in his letter No. 1089, dated 7th November 1864, asked for an annual assignment of Rs. 1,00,000 for the improvement of Vernacular education in this presidency, and in the same way as I myself asked, in my letter No. 440, dated 25th June 1866, for an assignment of Rs. 3,600 for extension of Vernacular education in Scinde. Each of these applications was sanctioned as a lump assignment for a general object.

2. With regard to "Female Education," it is not possible to lay down beforehand any uniform plan to be pursued throughout. This department must be guided in its operations by the local circumstances and state of social feeling in different parts of the presidency. I should propose to begin by improving existing schools established by

Municipalities, Local Cess Committees, and by this department out of its general Fee Fund. For the success of female education, it is necessary that, until female teachers can be provided, highly respectable masters of some refinement, should be secured. In several existing girls' schools, most wretched salaries have hitherto been provided for the masters. Wherever this state of things appears to impede the advance of female education, I would propose to increase the salaries and obtain better masters; secondly, I would propose to establish a certain nnmber of scholarships for girls, to be awarded after examination, and to be tenable only under conditions of regular attendance; thirdly, I would propose to start new schools in favorable localities under certain conditions with the people. As one of these conditions, I would stipulate that at least a school-house should be provided by the people free of rent or other expense; and, as another condition, that the people should guarantee the attendance of a certain number of girls, not less than 25 girls being held necessary to constitute a school. In some places it may be possible to exact fees from the pupils; in other places this measure would be premature now, though it will be always kept in view.

3. I do not think that it is possible at present to define further, than as above sketched, the plan to be pursued. What is now proposed is that Government should lead the way in female education, and by showing the people specimens of efficient girls' schools, should make such institutions popular. If the measures adopted be successful, private individuals and communities will afterwards be sure to take spontaneous action in extending female education.

RESOLUTION—By the Government of India, HOME DEPT.,—*(No.* 2509, *dated 20th July* 1867*)*.

Read again, letter No. 13, dated 9th March, from the Acting Secretary to the Government of Bombay, forwarding copy of a letter from the Director of Public Instruction, and soliciting sanction to the grant of Rs. 30,000 per annum in aid of Native female education throughout the Bombay presidency.

Read again, letter in reply to the above, asking for further information on the subject.

Read letter from the Secretary to the Government of Bombay, No. 35, dated the 31st of May, forwarding copy of a communication from the Director of Public Instruction, and reiterating the original request.

REMARKS.—Looking to the extent to which Native female education has proceeded in the Bombay presidency, the amount asked for seems too large, Rs. 10,000 or 15,000 would seem sufficient; but it will be for the Financial Department to decide what sum can properly be assigned from the Imperial revenues in aid of the object in view, having regard to the allotments already made to Bombay for female education as compared with those made to other provinces, and to the fact that education for the masses, whether boys or girls, is not anywhere recognized as a proper charge on *Imperial* Revenues, but on Local Cesses, such as that raised by the Bombay Government, in 1864, with this among other objects in view.

ORDERED, that a copy of the above remarks, and the abovementioned papers, be forwarded to the Financial Department for further consideration and orders.

RESOLUTION—By the Government of India, FINANCIAL DEPT.,—*(No. 2074, dated 22nd August 1867).*

Read an extract from the Proceedings of Government, in the Home Department, No. 2509, dated 20th July 1867, forwarding for consideration and orders, an application from the Government of Bombay for the grant of Rs. 30,000 per annum in aid of Native female schools throughout the Bombay presidency, and expressing an opinion that Rs. 10,000 or 15,000 will be sufficient.

RESOLUTION.—The Governor General in Council is pleased to sanction a grant of Rs. 10,000 for female schools for the lower classes in Bombay, for this year only, on the distinct understanding that, from next year, the charge will be met from the Educational Cess, that being the proper source from which expenditure, for educating the masses should be met, when it is not incurred under the Grant-in-aid Rules.

ORDERED, that the foregoing Resolution be sent to the Home Department, Comptroller General of Accounts, and the Accountant General, Bombay, the original papers received from the Home Department being returned, and copies being kept for record.

From A. P. HOWELL, ESQ., *Under-Secy. to the Govt. of India,* HOME DEPT., *to the Secretary to the Government of Bombay,—(No. 4169, dated 4th September 1867).*

I am directed to acknowledge the receipt of your letter No. 35, dated the 31st May, and to state in reply that, after consideration in the Financial Department, the Governor General in Council has been pleased to sanction a grant of Rs. 10,000 for female schools for the lower classes in the Bombay presidency, for this year only, on the distinct understanding that, in future, the charge to be met from local sources, such as the Educational Cess, so far as the schools are for the classes who pay the cess, this being the proper source from which expenditure for educating the masses should be met, when it is not incurred under the Grant-in-aid Rules.

From C. GONNE, ESQ., *Secretary to the Government of Bombay, to the Secretary to the Government of India,* HOME DEPT.,—*(No. 66, dated 5th October 1867).*

I am directed to acknowledge the receipt of your letter No. 4169, dated the 4th ultimo, conveying the sanction of the Government of India to a grant of Rs. 10,000 for female schools for the lower classes in the Bombay presidency.

2. With reference to the amount and nature of this sanction, I am to submit that, much as this Government desire to promote female education, they are unable to accept the grant sanctioned for that purpose on the condition stated; they would, therefore, beg that the unqualified assent of the Government of India may be given to the proposals submitted in letter No. 35, dated the 31st May 1867.

3. It is out of the power of this Government to pledge themselves to the condition required, and even if they have the power, it would be most impolitic to exercise it, as the very existence of local funds in this presidency would be imperilled.

4. It is the very essence of the local funds recently organized, that the people who pay should have a voice in regard to the disposal of the proceeds, and though Government claim a right to *veto* any appropriation of funds on improper objects, yet they never hesitate to accord sanction to proposals of the Local Committees for legitimate expenditure. When the Local Governments consider themselves bound not to dictate to the Local Fund Committees the mode in whch their money shall be spent, they feel themselves precluded from giving effect to such a dictation on the part of the Imperial Government by which the local character of the institution would be wholly annihilated.

5. It is, therefore, impossible to carry out any orders that this charge shall, in future years, be met from local funds, and it is hoped that, on re-consideration, the Government of India will not press this condition.

6. The sum of Rs. 30,000 was asked for, and that this sum might be profitably spent may be gathered from the 45th paragraph of the Annual Report of the Director of Public Instruction for the last year, to which I am desired to solicit the attention of His Excellency the Governor General in Council.

7. It will be borne in mind that the application for the grant was specially stated by Sir A. Grant as desired to aid in the development of schools already established from local sources, as well as to lay a foundation in places where grants for female education have not yet been voted by the Local Committees.

8. From the reply now received, it would appear that the Government of India decline to sanction even £1,000 per annum as their contribution in aid of Native female education in the whole Bombay presidency: but as this can hardly be the case, I am to express the earnest hope of His Excellency the Governor in Council that, on re-consideration, the Government of India will not refuse to accede to the request now again made.

From E. C. BAYLEY, ESQ., *Secy. to the Govt. of India,* HOME DEPT., *to the Secretary to the Government of Bombay,—(No.* 1040, *dated 7th December* 1867).

I am directed to acknowledge your letter No. 66, dated 5th October last, requesting a re-consideration of the proposal made in your letters No. 13, dated 9th March, and No. 35, dated 31st May, for an annual grant of Rs. 30,000 for female education in Bombay.

2. In reply, I am directed to point out that the Government of Bombay does not appear to apprehend clearly the principles by which it has been found necessary to regulate grants from the Imperial revenues for education, and especially for female education.

3. The Government of India does not question that, in the present instance, a case can be made out for the profitable expenditure of the sum applied for—indeed, that a sum in excess of the entire revenues of India might beyond doubt be expended on educational purposes. But, waiving all other grounds of objection, the Imperial revenues must ever be wholly inadequate to meet the charges which any complete system of State education would involve. The Government must, therefore, expend the amount, which alone can fairly be devoted to education, in the manner calculated to secure the most general and extensive results. As regards the education of the masses of the people especially, all the means which Government could afford would produce no perceptible effect, if applied directly to this object; and the aim of Government has, therefore, been by establishing Normal schools, by grants-in-aid, by organizing local taxation, by inspection of indigenous schools, and by other similar means, to stimulate and assist the people to educate themselves.

4. It has always been the recognized policy of Government, having in view the special objects to be gained, to meet and encourage, as far as its means will permit, with more than ordinary promptness and liberality, any disposition shown by the people themselves in favor of female education; still it is absolutely essential, not merely on financial grounds, but with regard to the real success of female education itself, to insist on genuine local co-operation as a previous condition of State assistance. Acting upon this policy, the Government of India has invariably indicated to all Local Governments the grant-in-aid system as that especially calculated for the general advancement of female education. I am to add that where the details of the local Grant-in-aid Rules may be found to obstruct their application to female schools, the Government of India is not unwilling to permit any reasonable relaxation of the usual conditions in regard to inspection, and to payment of fees, &c., so long as it is evident that the co-operation of the native community has been secured, and that the education imparted is fairly efficient.

5. In one previous instance alone has the Government of India sanctioned a grant similar to that now asked for; and in that case the grant was sanctioned for three years only, and in order to prevent the extinction (from a sudden deprivation of the funds by which they had been hitherto supported) of some already flourishing female schools in certain districts of the Punjab. Even in this instance the population had already given fair proof of their appreciation of the benefits of female education, and the concession was accompanied by a distinct condition that the assistance was to be only temporary, as the grant-in-aid principle "would afford some test or pledge that the spread of female education is real and truly desired by the people of the Punjab.

6. Adverting now to the statement made in the last paragraph of your letter under reply, that the Government of India appears to decline to sanction even £1,000 a year in aid of Native female education in the whole presidency of Bombay, I am to point out that the total annual assignment to Bombay for education is far larger relatively in proportion to its revenue, area, and population, and, excepting the grant given to Bengal, absolutely larger in amount than that made to any other province. From this assignment it is open to the Bombay Government to allot, under the Grant-in-aid Rules, any sums that may be required to promote the spread of female education, either in the improvement of existing female schools or in the establishment of others. In the second place, I am to call attention to the circular of the 20th July last, in which the Government of India has promised liberal assistance to any scheme of Female Normal schools based on the co-operation of the native community; and lastly, I am to remind the Government of Bombay that, in the Resolution of the 22nd August last, a special assignment of Rs. 15,520 a year, for five years, was sanctioned on certain conditions to establish a higher class of Female Normal schools in the Bombay presidency, on the principles advocated by Miss Carpenter. There would seem, therefore, to be no ground to impute to the Government of India any want of support to measures of female education proposed for Bombay.

7. In reply to the remarks contained in your 3rd and 4th paragraphs, I am to point out that my letter of the 4th ultimo appears to have been misunderstood. Local funds, *voluntarily raised* and applied to the support of schools, are eligible for grants-in-aid. In the Central Provinces, and in the Punjab, large use has been made of this provision for the furtherance of education. It is, of course, purely optional with the Local Committees, or other bodies by whom such funds are raised, to devote them to whatever congenial objects they choose, nor was any kind of dictation to such bodies contemplated in my letter under notice. What the Government of India desired and distinctly expressed was simply to annex a condition to their assistance, and this condition they cannot consent to waive.

8. The Local Educational cess, however, stands on a different footing. It is not, in any sense, a voluntary contribution, but is of the nature of an impost, and should be spent in such a manner as Government may consider best, subject only to the reservation that it be expended within the district where it is levied, and for the education of those classes by which it has been paid. Its management is probably most popular and efficient, when supervised by Committees partially consisting of persons of local position and influence; but inasmuch as it is compulsorily levied by the State, the Government is bound to see that it is expended to the best advantage, and that its control is not abandoned to wholly irresponsible bodies.

9. On a general review of the whole question, and on the precedent above referred to, the Governor General in Council will not object in the present case to allow the additional grant of Rs. 10,000 already sanctioned for one year for female education in the Bombay presidency,

to be continued temporarily for a further period of two years. With this assistance, it is hoped that the Bombay Government will find no greater difficulty in advancing the cause of female education than has already been successfully overcome in several other provinces without any such direct aid from the Imperial revenues.

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XI.

ADDITIONAL EDUCATIONAL GRANT TO THE CENTRAL PROVINCES APPLIED FOR AND REFUSED.

From C. BERNARD, ESQ., *Secy. to the Chief Commr. of the Central Provinces, to the Secretary to the Government of India,* HOME DEPT.,—(*No.* 671-72, *dated 26th February* 1867).

During the last twelve months, propositions have been submitted by the Chief Commissioner for improving the "instruction"* branch of the Educational Department in these provinces by raising the salaries of town schoolmasters, by granting scholarships to zillah and town schools, by establishing higher classes of Normal school pupils. Some of these propositions have been negatived; and others are still, it is believed, under the consideration of Government.

* As distinguished from "direction" or "inspection."

2. In cases where the Chief Commissioner's recommendations were not accepted, the Supreme Government withheld sanction, not because it disapproved the principle of the propositions made, but rather on financial grounds, because the improved organisation could not be arranged for without some increase to the budget grant made to the Central Provinces for "Education, Science, and Art."

3. The Chief Commissioner would, therefore, ask permission to submit a few observations regarding educational matters and educational expenditure in the Central Provinces, in the hope that His Excellency the Viceroy in Council may be placed to consider whether the educational grant for the Central Provinces might not now be somewhat increased.

4. The educational expenditure of the Central Provinces may be said to have begun in the year 1862. In the year 1862-63 the budget grant for this object was one lakh of Rupees. In that year the full sum was not spent; as the organisation and machinery of the department was as yet imperfect. Since that year the grant under this head has gradually increased until it reached Rs. 1,73,800 for the year 1865-66.

5. The increase in the number of scholars and in their proficiency, as well as the improvement in the organisation of the Educational Department, has been considerable. In the year 1862 there were 14,000 boys under instruction at Government schools in the Central Provinces. According to the Half-yearly Returns for the six months, ending on the 31st October, the total number of boys in Government and Aided

schools was over 50,000, while 3,000 girls were also under instruction The annual examinations show that the standard of proficiency is rising in all classes of our schools.

6. But there is another point about the Central Provinces educational scheme and expenditure, and that is the considerable annual sum contributed from local sources towards education. In the year 1865-66 the sum thus contributed aggregated Rs. 2,02,603, or 14 per cent. above the Imperial grant towards education in these provinces. Before the year 1862 there were no contributions of this kind towards educational purposes, so that the local income of the department has increased in a greater ratio than the Imperial grant.

7. On examining the published reports on the progress of education in other parts of India, the Chief Commissioner observes that in no other province or part of India does the local educational income equal the Imperial educational grant; in only one province are the two sources of educational expenditure nearly equal; and in only three more do the educational disbursements from local sources reach 50 per cent. on the Imperial grant, thus;—the Imperial grant and local expenditure for education for the several Governments and Administrations may be shown:—

		Imperial. Rs.	*Local.* Rs.
Bengal, 1864-65	...	12,55,607	7,79,563
Bombay, 1865-66	...	8,70,068	8,44,233
North-Western Provinces	...	7,84,688	4,07,612
Madras	...	6,20,670	95,714
Punjab	...	4,84,070	3,82,695
Central Provinces	...	1,73,800	2,02,603
Oude	...	1,24,403	49,534
British Burmah	...	32,508	
Berar	...	22,825	

8. If His Excellency the Viceroy in Council were disposed to consider that a liberal local contribution towards education from local sources in a province constituted any ground for enhancing the Imperial grant, then the Chief Commissioner would solicit that the grant for education in the Central Provinces might be raised to the amount of the local contributions. In the Educational Budget Estimates for 1867-68 Rs. 1,92,000 are asked for. If this were sanctioned, then no expenditure from such grant could be incurred without the full sanction of the Supreme Government, while the local contributions towards education will, it is estimated, reach Rs. 2,05,000 at least. The Chief Commissioner would ask for an Imperial grant of Rs. 2,05,000, or an increase of only Rs. 13,000 on the present estimate. This, the Chief Commissioner trusts, may be regarded as a moderate proposal.

9. If His Excellency the Viceroy in Council were pleased to allow any increased grant, then I am to solicit the favorable consideration of Government to the propositions mentioned in the Abstract, in all of which respects, pressure and difficulty is experienced by the Educational Department.

NOTE.—This letter was forwarded to the Financial Department with a note explanatory of the grounds on which the application was subsequently negatived.

RESOLUTION—By the Government of India, FINANCIAL DEPT.,—(*No.* 1890, *dated* 11*th April* 1867).

Read an endorsement of the Home Department, No. 3249, dated 29th March 1867, forwarding a letter from the Secretary to the Chief Commissioner, Central Provinces, urging the claim of those provinces to a larger educational grant than the Rs. 1,92,000, which were asked for in the Budget Estimate for 1867-68.

RESOLUTION.—The Governor General in Council observes that the particular ground on which a special increase of the educational grant is solicited, is that the Central Provinces contribute a larger sum, proportionately, from local sources, towards educational expenditure, than other provinces. Inasmuch, however, as * * * * the Government of India has repeatedly disclaimed any obligation to supplement or double any contribution from the Educational cess, the claim urged by the Chief Commissioner cannot be entertained.

ORDERED, that a copy of this Resolution be sent to the Home Department, with the original documents received from that department.

From E. C. BAYLEY, ESQ., *Secy. to the Govt. of India,* HOME DEPT., *to the Chief Commissioner of the Central Provinces,*—(*No.* 4149, *dated* 22*nd April* 1867).

With reference to your Secretary's letter of the 26th February, No. 671-72, applying for an increase of Rs. 13,000 to the Educational Budget Grant to the Central Provinces for the current year, I am directed to forward herewith a Resolution of the Financial Department, No. 1890 of the 11th instant, stating the main ground on which the application has been declined. I am also to point out that several of the educational projects enumerated in your letter were negatived as stated on financial grounds, but for specific reasons, which will be found given in the orders passed upon them; and I am to add that the Governor General in Council does not consider that the educational funds of the Central Provinces now receive less than their fair share of support from the Imperial revenues.

XII.

IMPROVEMENT OF THE EDUCATIONAL DEPARTMENT IN BOMBAY.

From W. WEDDERBURN, ESQ., *Acting Secretary to the Government of Bombay, to the Secretary to the Government of India,* HOME DEPT.,—(*No.* 4, *dated* 31*st January* 1867).

I am directed to submit, for the favorable consideration of the Government of India, the accompanying copy of a correspondence relative to placing the higher appointments of the Educational Service of the Bombay presidency on a new and better footing.

Letter No. 1552, dated 22nd October 1866, from the Director of Public Instruction.
Resolution No. 681, dated 11th December 1866, to the Director of Public Instruction.
Letter No. 1975, dated 7th January 1867, from the Director of Public Instruction.

2. It will be seen that to this end Sir A. Grant suggests that the higher appointments should be made to constitute a separate Covenanted Service with its own rules and conditions upon the analogy of the Ecclesiastical Establishment in this country.

9. His Excellency in Council concurs in the general scope of Sir A Grant's proposals, and I am accordingly desired to request that you will be so good as to submit them to His Excellency the Governor General in Council for favorable consideration.

From SIR A. GRANT, *Bart., Director of Public Instruction, Bombay, to the Secretary to the Government of Bombay,—(No.* 1552, *dated* 22*nd October* 1866).

I beg humbly to advert to the 36th paragraph of my Annual Report of the Department of Public Instruction in the Bombay presidency for the year 1865-66, copy of which is given in the margin for ready reference, and respectfully to submit more detailed observations on the present standing of the Educational Service in this presidency for the consideration of Government.

On the other hand, it is equally clear that this Department will degenerate unless its higher appointments continue to be held by Europeans characterized by cultivation and learning. I would humbly call the attention of Government to the Directory of this Department, which is now annually prepared with great care, and which naturally suggests a division of the higher educational appointments from the main body of the Service. It is, I think, a question of great importance, well worthy the consideration of Government, whether these few appointments (altogether less than 30 in number) might not be either amalgamated with, or else placed on an analogous footing with, the Covenanted Civil Service. There is only one point on which, as Director of Public Instruction, I should be inclined to feel uneasy about the future of the Department, and that is, the uncertainty which must attach, under the present system, to appointments of Educational officers made by the Secretary of State. No general discussion on Indian affairs takes place in the British Parliament without some reference to the importance of the educational operations carried on by Government in this country, and yet no steps whatever have been taken to secure for the Departments of Public Instruction, as for the Covenanted Civil Service, a supply of officers fitly qualified. The number of Englishmen required for this service is very small. Any person of superior qualifications who may be sent out has an almost boundless field of usefulness opened to him; and any incompetent person, on the other hand, is a dead weight and a drag upon the progress of the country. And yet, partly owing to the unattractive conditions offered, and partly owing to the want of any method in the selection of candidates for the Educational Service, we have no guarantee that a proper standard of men for Principals of Colleges, and Professors, and Educational Inspectors and high School Masters will be kept up, and this must be a source of uneasiness to one to whom the Department is a care.

2. There is no doubt that dissatisfaction with their present position is felt by several of the superior officers of this Department. A meeting was recently held on the subject in Poona, and it was proposed to submit a memorial to Government with reference to the Despatch of Her Majesty's Secretary of State, dated the 23rd December 1865, the terms of which were felt to dissappoint expectations not unreasonably formed in the Despatch No. 205 of the 8th December 1862. Before, however, giving my sanction to a memorial of the kind, I have thought it best to address Government on the subject, as the question is much more one of the general future of this department than of the feelings of present individual officers, and as considerations of policy could hardly be entered upon by even a small body of memorialists.

3. The chief grounds for dissatisfaction at present felt by the higher educational officers of this presidency appear to be as follows:—

(*a*). That of late the covenant, which used formerly to be made with persons appointed by Her Majesty's Secretary of State to educational posts, has now been withdrawn. For this covenant, a letter conferring the appointment has been substituted, in which the Government reserves to itself the right of dispensing, at six months' notice, with the services of the person appointed. It is obvious that this gives, in a very marked way, a precarious appearance to the position of Educational officers.

(*b*). That no pension whatever is secured to officers in the Educational Service. It is laid down, as a general rule, for the Educational, in common with the rest of the Uncovenanted Service, that all pension is to be considered given as a favor, and not as the satisfaction of a claim. This, again, is felt to be a precarious condition.

(*c*). That the only modes by which pension can be obtained by an Educational officer are either that he shall complete 27 years' actual service in India, or else that he shall produce, at the end of 12 or 22 years' actual service, a certificate of utter incapacity for further service in the country. These are, of course, extremely discouraging conditions to a young Englishman who might think of entering the educational service in this country. He naturally does not wish to give up all his prospects in Europe, without the hope of some little provision in the shape of a retiring pension, nor does he wish to bind himself to serve either for 27 years in India, or till his health is utterly broken.

(*d*). That in respect of Pension Rules, the Educational officers are in a much worse position than Her Majesty's chaplains in India. A chaplain, if his health renders his retirement necessary, can obtain a small pension after 7 years' service, and a pension of greater amount after 10 years; and after 20 years' service, inclusive of 3 years' leave (that is, after 17 years' actual service), chaplains can retire on their full pension without medical certificate. It is thought hard by superior Educational officers, who are generally, and who ought always to be persons of a higher University standing than the majority of Her Majesty's chaplains, and whose duties are certainly more onerous and trying than those of chaplains, that they should be so much worse off than the Ecclesiastical Service.

4. It is, I think, impossible to deny that from the nature of the conditions above stated, the educational service in this presidency is a very poor, precarious, and in fact, miserable sphere, into which one can hardly dare to advise any young man of ability and cultivation to enter. At the same time I can perfectly understand that what has led to the present position of the service is its undefined character in point of numbers. The educational service sprang up, as it were, fortuitously. It was gradually and silently extended; and when Her Majesty's Secretary of State came (in his despatch of the 23rd December last) to deal with the question of the Pension Rules for the entire service, I have little doubt that he would be rendered cautious by the indefinite numbers of appointments for which it might appear that he had to make regulations. In one point of that very despatch of the 23rd December, the Secretary of State is, I humbly think, unnecessarily liberal for want of definition; for the despatch appears to extend the benefits of early pension to all "Head Masters of Schools," which if it be not further defined, would include all head masters of high, middle class, and primary schools indiscriminately,—a body amounting in this presidency alone to not less than 1,324 persons, almost all of whom might well be left to abide by the ordinary Uncovenanted Service Rules.

5. I would now beg humbly to point out to Government that, if the Educational Service in its present organization be examined, it will no longer be found to consist of an indefinite number of homogeneous appointments, suggesting the idea of a formidable number of claimants for advantages of pension, and the like. Our Departmental Directory suggests a most natural division of the service into two branches—one of which must be entirely filled by University graduates from Europe, except in the rare case where a Native scholar of exceptional merits may be thought worthy to hold one of the appointments; the other branch would be of wide extent, commencing with appointments analogous in pay and position to those of Deputy Collectors, and going down to small schoolmasterships of Rs. 11 per mensem. I may mention at once that, were such a division made, the upper branch of the Bombay Educational Service would consist at present of less than 30, and the lower branch of more than 2,000 appointments.

6. Our Departmental Directory, copy of which is herewith sent for reference, was not framed with a view of making the division now advocated; but as soon as the names of officers and their salaries and qualifications had been set down in order, the principle of a division in the department at once suggested itself. It will be seen that the Directory does not contain appointments below Rs. 30 per mensem; and that all appointments above Rs. 300 per mensem have been entered as superior appointments. Several of these superior appointments are held by officers of the Medical or Military Department, whose Pension Rules and other conditions of service are elsewhere provided for.

7. I will now respectfully indicate the principle on which I would suggest that an upper (or covenanted) Educational Service in the Bombay presidency should be formed. The principle is this, that there

are certain educational appointments of great importance, which, if they are properly filled, will ensure the efficient working of the whole of this large department; and that the number of these appointments is so small that Government may well afford, without risk of any large expenditure of the public funds, to place them on a solid and attractive footing.

8. These important appointments I would specify as *follows*:—*1st*, Headmasterships of 1st Grade High Schools; *2nd*, Educational Inspectorships; *3rd*, Professorships of different branches of Literature and Science; *4th*, Principalships of Government Colleges; and *5th*, the Office of Director of Public Instruction.

9. At present the exact numerical lists of officers, coming under the above heads, stands as *follows*:—

(1st.)—*Head Masters of 1st Grade High Schools (viz., Elphinstone, Poonah, Ahmedabad, and Belgaum High Schools)* ...	4
(2nd).—*Educational Inspectors (Northern, Central, and Southern Divisions, Scinde, and one Assistant Inspector)* ...	5
(3rd).—Professors (of English Literature, Mathematics, and Sanskrit in Elphinstone College; English Literature, Mathematics, and Sanskrit in Poonah College; two Professors of Law in the Government Law School)	8
(4th).—Principals of Government Colleges (Elphinstone, Poonah, and Poonah Civil Engineering Colleges)	3
(5th).—Director of Public Instruction	1
TOTAL	21

10. Looking forward to the wants of the future, I think it will certainly be necessary, within the next few years, to make some additions to this limited number, *viz.*, one Professor of History, and one of Latin, must be given *to* Elphinstone College, and the same to Poonah College; *and three Professors of different* subjects must be assigned to the *Poonah Civil Engineering College. Probably* about five more 1st grade *high schools will be required in the different* parts of the presidency. These additions are all that I can foresee as necessary, and they would amount to—

Professors	7
High School Masters	5
TOTAL ...	12

thus raising the upper or covenanted Educational Service in this presidency to a fixed total of 32 officers.

11. It would have seemed to me hardly necessary to say any thing on the great importance of properly filling the appointments above specified, except that the absence of all special regulations with regard to them, coupled with the unfavorable conditions actually attached to these appointments, seems to indicate that the attention of Government

Government has never been drawn to the subject. I would, therefore, humbly submit the following considerations with regard to the different classes of appointments :—

(*1st*).—It has now become possible to raise the 1st grade high schools of this presidency into institutions worthy of their name, which would be characterized by a literary and classical spirit, and would exercise a humanizing influence on all the Native students admitted to them. Our Native University graduates form excellent assistant masters in such schools; but it is essential that the head master should be a European gentleman of high cultivation, who will give a tone to the entire school. Any one who knows the great intellectual quickness of Native boys, and the immense benefit they invariably derive from contact with a teacher whom they feel to be superior, will acknowledge that the head masterships of our 1st grade high schools should be filled by the best men that can be got from the Universities of Great Britain, and that the high schools (as a rule) will never prosper until their head masterships are so filled.

(*2nd*).—It is not only for the sake of the high schools that men of the kind indicated should be sent out as head masters, but also with a view to these same men being promoted in course of time to be educational inspectors. At present it is difficult to fill up vacancies in the inspectorships. But there is no doubt that an University graduate from England, who had served some years as head master of a high school, and had learnt during that time the vernacular language of the district, would, in most cases, possess all the requisites for a good educational inspector; these requisites being a certain amount of literary culture, combined with activity of habits, administrative capacity, and sufficient social standing to deal on terms of equality with Collectors and Magistrates, and other Local Authorities.

(*3rd*).—On the learning of the professors in the colleges of the presidency, the success of the Bombay University entirely depends, and how much depends on the success of the University? Little less than the regeneration of the mind of the people. When it is reflected that the Native University students furnish, or will ere long furnish, the school teachers, the pleaders, the practitioners of European medicine, the subordinate revenue and judicial officers, the overseers of Public Works, and, above all, the newspaper writers, who are constantly disseminating, wise or foolish, disaffected or loyal, criticisms on the acts of Government, it cannot but be felt that it is of the utmost importance that the fountain-head of all this stream of influence, namely, the professors and principals

of colleges, should be as high and pure as possible. Without solid and special learning in the professors, the University system of this presidency must retain that level of frivolous superficiality which has hitherto been the disgrace of education in India. Without gravity and wisdom in the professors there is no saying what subversive sentiments may become associated with European teaching. Already it has been said, and, I believe, truly, that one active-minded teacher in this presidency succeeded in leavening an entire generation of his pupils with the doctrines of Tom Paine, and the political principles which would now go by the name of Fenianism.

12. If these matters are looked at with attention, I think it will be felt that there are grounds for considering the upper educational appointments in this presidency no longer as places of little importance, to be placed on the same level with the mass of the Uncovenanted Service, to be dealt with neglectfully, to be given away to political retainers, or filled up at hap-hazard, but rather as being worthy of no less care than other departments of the State. At present it may be said that the Government of Bombay has been far more fortunate than it could have had reason to expect in the men that have been obtained to fill these appointments. But how many are there of our higher educational officers, who (though admirably fulfilling their duties) are yet proud of their position, or would advise any friend in England to enter upon the same career? The real worth of appointments in India is becoming understood in England every day more clearly; and I should have no hesitation in predicting that, if the educational service of this presidency is left on its present footing, it must degenerate instead of improving; and thus, for want of a little attention and liberality, a really great opportunity will be lost.

13. I trust that my own feeling of the importance of the question will not be considered exaggerated, and that I shall be pardoned for plainly stating the grounds of my opinion. The practical measures which I would humbly suggest to Government are as follows :—

(*1st*).—That an upper educational service in the Bombay presidency be formed, which should be open to natives of distinguished merit, but which would, for a long time to come, be mostly filled by graduates of high standing from the European Universities.

(*2nd*).—That this be constituted a "Service" properly so called, with a covenant of conditions, and regular rules of advance in pay.

(*3rd*).—That this service consist of head masters of 1st grade high schools, educational inspectors, professors of literature and science, principals of colleges, and the Director of Public Instruction; with a maximum limit of 32 officers to constitute the entire service.

(4*th*).—That all other persons in educational appointments in the presidency be considered as constituting the "Uncovenanted Educational Service," and remain on the footing of their present rules.

(5*th*).—That every officer of the Covenanted Educational Service commence with a salary of not less than Rs. 500 per mensem, and that he be entitled to an increase of Rs. 50 per mensem additional to his former pay, at the end of each year of actual service, with the following limitations :—

No High School Master	to attain to a salary	exceeding	Rs.	800	per mensem.
No Professor	"	"	"	1,200	"
No Principal of a College	"	"	"	1,500	"
No Educational Inspector	"	"	"	1,500	"

The salary of the Director of Public Instruction to remain as at present (Rs. 2,500 per mensem) without his being entitled to any increase.

(6*th*).—That the appointments, coming within the Covenanted Educational Service, be reserved, in the first place, for officers of that service ; and that no one be appointed principal of a college, educational inspector, or Director of Public Instruction, from outside the service, unless Government is of opinion that there is no one in the service qualified to hold the appointment.

(7*th*).—That a fixed retiring pension of £365 per annum be allowed, without the necessity of medical certificate, to covenanted educational officers on their completion of 14 years' actual service in India, or of 15 years' inclusive of 1 year spent on furlough.

(8*th*).—That any such officer who may be declared by medical authority to have become absolutely incapable of further duty in India, before the completion of 7 years' service, may receive a free passage home ; and a gratuity not exceeding 1 month's pay (at his last rate of salary) for each year that he has served.

(9*th*.)—That any such officer, on medical certificate of incapacity for further duty, may obtain, at the completion of 7 years' service, a pension of £127-15 per annum, and at the completion of 10 years' service, £173-7-6.

(10*th*).—That a furlough of 6 months at the end of 7 years' service and of 1 year at the end of 10 years' service, or of 18 months at the end of 10 years' service, if no previous furlough has been taken, be allowed to officers of the Covenanted Educational Service. The furlough allowance to be at the rate of £400 per annum.

(11*th*).—That the ordinary rules for sick leave and privilege leave now allowed to the general Uncovenanted Service be continued to the Covenanted Educational Service, with the *proviso*, now made, that officers who are allowed school and college vacations cannot claim privilege leave.

(12*th*).—That social rank and precedence be granted to the Covenanted Educational Service on the same footing as to the Covenanted Civil Service, except that, as educational officers will naturally come out to this country at least two years later than covenanted civilians, covenanted educational officers should take rank, from the date of their commencement of service, with civilians of two years' standing.

(13*th*).—That any person appointed to fill the post of 1st grade high school master, professor, educational inspector, or Director of Public Instruction, be, *ipso facto*, admitted to the privileges of the Covenanted Educational Service, but that any such appointment will require the sanction of Her Majesty's Secretary of State.

(14*th*).—That on any person being appointed to one of the abovementioned posts he be considered appointed for two years certain, Government reserving to themselves the right of continuing to employ him, or of dispensing with his services at the end of two years; and that general want of efficiency be considered sufficient ground, without commission of any special fault, for discontinuing the employment of any officer at the period when his first two years of service have expired.

(15*th*).—That a similar consideration of each officer's services be made at the end of his first five years of employment.

(16*th*).—That in case of the services of any officer being dispensed with at the end of two or five years' employment, he be allowed a free passage home.

14. The above is the outline of a sketch for the conditions of a Covenanted Educational Service, which I humbly submit for the consideration of Government. The terms of pension are taken from the present rules for the Ecclesiastical Service, except that, in my suggestions the final term for pension is a little shortened. I have suggested the period of 14 years' actual service on account of Dr. Arnold's famous *dictum*, which was literally acted upon by Dr. Vaughan at Harrow, "that no schoolmaster ought to remain at his post much more than 14 or 15 years, lest by that time he should have fallen behind the scholarship of his age" (*see* Life of Dr. Arnold, 4th Edition, Volume I, p. 147). This saying, if applicable in England, is doubly applicable in India; and I am humbly suggesting rules to secure the absolute efficiency of a small body of most important officers.

RESOLUTION—By the Government of Bombay,—(No. 681, *dated* 11*th December* 1866).

The Director of Public Instruction, No. 1552, dated the 22nd October 1866, urges on the consideration of Government the necessity for placing the higher appointments of the Educational Service of the Bombay presidency on a new and better footing.

RESOLUTION.—The Hon'ble the Governor in Council concurs very much in the views expressed by Sir A. Grant. But there are one or two points in regard to which Government would be glad to have more information.

If the extension of privileges as to members of a Covenanted Civil Service were conceded as proposed, would Sir A. Grant suggest any special process for the admission of members? He contemplates that they will generally be graduates of high standing in an European University, but he would not exclude natives of India (paragraph 13, clause 1) and other persons (paragraph 13, clause 13). Would he require no evidence of fitness beyond the readiness of those in authority to nominate to certain offices.

Some intellectual test or qualification might seem to be required, if every person so nominated is to take rank, not only along with, but above all, those who may at the same time have entered the ordinary Civil Service by competition (paragrah 13, clause 12).

The reason assigned in paragraph 14 for suggesting the grant of pensions after 14 years of actual service, may, perhaps, be thought insufficient, if they are to apply not only to those who have served continuously as head masters, but also to those who have been successively employed as head masters, professors, inspectors, and directors of Public Instruction.

It might be advantageous if Sir A. Grant were to state more particularly whether he does not think (and why) that members of the Covenanted Educational Civil Service might be placed, with regard to rank, privileges, &c., in all respects upon an equal footing and under the same rules as members of the ordinary Civil Service? It seems probable that a separate judicial branch of the Civil Service will ere long be organized. Would it be well, in like manner, merely to organize a separate educational branch?

In that case, would it be advantageous to regard and declare members of that branch of the Civil Service available for employment also (when their attainments and capacity have been proved to fit them specially for such employment) in other high public offices, as Secretary to Government or Member of Council?

The Director of Public Instruction should also be requested to state whether he thinks the selection of candidates, after competition, might not be made as for the Civil Service, leave being given to any man electing for the educational branch to complete his English University Course before coming out to India.

To the Director of Public Instruction.

From Sir A. Grant, Bart., *Director of Public Instruction, Bombay, to the Secretary to the Government of Bombay,—(No. 1975, dated 7th January 1868.)*

In acknowledging the Resolution of Government, No. 681, dated 11th ultimo, I beg respectfully to report further on the points referred by the Hon'ble the Governor in Council.

2. The most important question of those under reference, and the *first* in logical order, is the question whether the higher Educational Service of Bombay should not be made simply a branch of the Covenanted Civil Service.

3. There is no doubt that this course would be, for many reasons, the most desirable of all, if the difficulties which would seem to attend it could be overcome. These difficulties I would state as follows :—

(a).—The higher Educational Service may be said to consist of two branches—an administrative branch and a learned branch. The functions of high school masters, inspectors, and the director, are administrative; those of professors are learned; principals of colleges have a mixed function, partly administrative and partly learned.

Now, it is at once clear that we cannot rely on the ordinary appointments of the Indian Civil Service for officers to fill the learned branch of the Educational Service. When a Professorship of Sanskrit, Mathematics, History, Logic, Engineering, or any other subject, is vacant, we require to fill it, not a man of general cultivation, but of special attainments—a man who has gone deeply into the particular science, and given his whole mind to it. Unless our professoriate is supplied with scientific men possessing profound special knowledege, our University must degenerate and become a mere pretence and laughing-stock. Thus it will always be necessary to choose our professors in a different way from the ordinary members of the Civil Service. And not only must they be chosen differently, but from the particular nature of their pursuits, they will hardly be in a position to qualify themselves for employment in the revenue or political branches of the public service. Thus, though a versatile professor might occasionally be thought fit for practical duties, yet, as a general rule, they will remain separate; and the professoriate, which I estimate as likely to consist of about 15 appointments out of 30, and as amounting therefore to about half the higher Educational Service, must be pronounced incapable of real amalgamation with the Covenanted Civil Service of this presidency.

(b).—Passing now to the administrative branch of the Educational Service, which consist of 1st grade high school masters, inspectors, and the director (altogether to be reckoned at about 15 appointments), I should say that there would

be no objection to filling these appointments with members of the Civil Service, beyond the objections likely to be raised by the Civil Service itself. The question seems to me to be this. Can it be said that employment in the Educational Department is a good qualification for high public offices, such as Secretary to Government, or Member of Council? Supposing a man to have served for five years as a schoolmaster, and five years as educational inspector, and three years as Director of Public Instruction, would he be likely to be thought qualified for the functions of Secretary to Government, in the Revenue, Judicial, or Political Departments? If not (and, I confess, I think not) then members of the Civil Service are hardly likely to elect to enter the educational branch, which would begin with a schoolmastership (a kind of appointment against which there is a certain amount of social prejudice), and which would end with chances of promotion far inferior to those offered either by the revenue or the judicial lines.

(*c*).—But supposing that high schoolmasterships were allowed to lead to assistant collectorships and other similar appointments, it might be then not difficult to induce young civilians to accept such appointments, at all events, for short periods. The only question would be—would not the general administration of the country suffer to some extent by the loss of district experience which would be implied in the fact of a future collector spending three or four years of his early life in scholastic duties in a town, instead of in the management of talooka affairs in the mofussil?

(*d*).—Young civilians would be generally extremely well fitted for the duties of educational inspectorships; but I think that these appointments ought henceforth to be reserved as promotion for the high schoolmasters. If the schoolmasters are to be civilians, then the inspectorships would become civilian appointments, but not otherwise, in my humble opinion.

(*e*).—Government suggests that candidates chosen for the Civil Service might be allowed to elect for the educational branch, and might have leave to complete their University course before coming out to India. I think that this arrangement would be a little complicated, and, on general grounds, undesirable—*first*, because the appointments of schoolmasterships are so few that it would be a matter of uncertainty when vacancies would occur; *second*, because a civilian, by electing to finish his University course, would really cut himself off from that special preparation for Indian service which his contemporaries would receive in London, and would, by confining himself to merely

academical acquirements, disqualify himself to a considerable extent for higher offices, such as that of Secretary to Government, in this country. I may add, *thirdly*, that I should not place much faith in the activity of a man's University studies *after* he had attained such a prize in life as a civilian appointment.

4. On the whole, then, I am reluctantly brought to think that, though the Educational Service of this country would gain in strength and efficiency if it could be amalgamated with the Covenanted Civil Service, the difficulties in the way are too great to be overcome. Half the Educational Service must consist of men of special learning, of tolerably mature age, and with formed literary habits—quite different, in short, from the class of men required as civilians. The other half of the Educational Service can hardly offer, in itself, sufficient inducements for civilians to enter it; and, on the other hand, it would not serve as a good preparation for revenue or judicial appointments.

5. From these reasons I am induced to return to my former suggestion, namely, that the higher educational appointments should be made to constitute a separate Covenanted Service, with its own rules and conditions, upon the analogy of the ecclesiastical establishment in this country.

6. With regard to the question of rules for admission to this service, I beg to say that I considered myself excluded from entering upon the subject, having last year, in my letter No. 999, dated 17th October 1865, submitted detailed suggestions for the selection of educational officers in England, which were forwarded by Government to the India Office, and to which answer was made by the Secretary of State in his despatch No. 3, dated the 12th February 1866, that he "did not wish to give up the responsibility of making educational appointments."

7. Being now authorized by Government to enter upon the subject anew, I would humbly suggest the following sketch of rules for admission to the Covenanted Educational Service :—

(*a*).—No one to be admitted to this service except as either 1st grade high schoolmaster, or professor.

(*b*).—Every vacancy to be filled up in England at the time of the Civil Service competition after at least six months' public advertisement, in all the universities, of the vacancy.

(*c*).—No one to be eligible to be a high schoolmaster who is not a graduate in some European or Indian University, or who is more that 26 years of age, or who does not produce a medical certificate of fitness for Indian service.

(*d*).—Every 1st grade high schoolmastership to be awarded by means of competition among the candidates for the vacancy, on exactly the same system, and by means of the same papers, as the civilian appointments.

(e).—No one to be eligible for a professorship who is not a graduate of some European or Indian University, or who is more than 30 years of age, or who cannot produce a medical certificate of fitness.

(f).—Every professorship to be awarded by competition in the subject of the vacant chair by the Indian Civil Service Examiners in that subject for the time being.

8. It will be observed that, in the above draft of rules, I have suggested that all appointments should be made in London. I think that this condition ought to be insisted on for a Covenanted Educational, as for a Covenanted Civil Service. Natives wishing to enter the service either as professors, or 1st grade high schoolmasters, would be able to do so by attending the competition (of which six months' notice would be given) in London. I need hardly expatiate on the reasons which render such a proviso most desirable.

9. It only remains for me to explain why I thought that the reason mentioned in the 14th paragraph of my letter No. 1552, under reference might, be sufficient to justify a pension after 14 years being granted to higher educational officers; Government points out that some of the educational appointments are not teaching appointments; but the fact is that only the director's and inspectors' appointments (that is, 5 or 6 officers out of 30) are other than teaching appoimentnts, so that four-fifths of the entire proposed service would come directly under the terms of Dr. Arnold's dictum, and even with regard to the director and the inspectors, it would be equally true that a tolerably frequent introduction of "new blood" is highly desirable.

10. In suggesting a short term for the attainment of pension in the Educational Service, it will be observed that I have at the same time proposed an extremely modest amount of pension. Should Government wish the time of service prolonged for persons holding educational office, I trust they will see fit to grant at the same time a higher rate of pension.

11. Should Government think the difficulties which I have above stated to the amalgamation of the education, with the Covenanted Civil Service, not insurmountable, I can only say that no one would more gladly welcome, than myself, such an amalgamation.

Note.—The request of the Bombay Government was refused on the grounds stated in the following despatch :—

From the Government of India, to the Secretary of State for India,—(No. 9, dated 6th September 1867).

We have to acknowledge the receipt of your despatch No. 5, dated the 16th July, in which you request to be furnished somewhat more fully with the views entertained by us respecting Sir Alexander Grant's proposals submitted to us with the letter from the Bombay Government of the 31st January last, with regard to the higher appointments of the Bombay Educational Service.

2. Sir Alexander Grant's proposals related to the division of the Bombay Educational Service into two grades. The higher grade,

comprising head masters of first grade high schools, educational inspectors, professors, principals of colleges, and the Director of Public Instruction, he would form into a Covenanted Educational Service, with rules of its own as regards nomination, salary, and pension, upon the analogy of the Ecclesiastical Service; the lower grade, comprising all other persons holding educational appointments, he would constitute the " Uncovenanted Educational Service," and allow it to remain on the footing of the present rules.

3. The grounds on which Sir Alexander Grant's proposals were made are the present alleged unsatisfactory condition of the Educational Service, and the disappointment felt by the superior officers of the department with the arrangements sanctioned in the Secretary of State's Financial despatch No. 290, dated 23rd December 1865*, in regard to pensions.

* Educational Proceedings, February 1866, No. 52.

4. The rules and conditions of the proposed Covenanted Educational Service are detailed in the 13th paragraph of Sir Alexander Grant's letter.

5. These proposals seemed to us to require consideration under the following headings :—

(1).—The present alleged unsatisfactory condition of the Bombay Educational Service and the grounds thereof;
(2).—The proposed re-organization of it;
(3).—The grounds of the proposed scheme;
(4).—The rules by which the new scheme is to be worked.

6. Sir Alexander Grant's remarks under the first heading, did not appear to us to be altogether free from inaccuracies and exaggeration.

7. In the first place we observed that he based his views in the 36th paragraph of his Educational Report for 1865-66, the substance of which paragraph is a complaint that no steps whatever had been taken to secure for the Department of Public Instruction, as for the Covenanted Civil Service, a supply of officers fitly qualified. This is simply a reiteration of a suggestion that has been already negatived by the Home Government†, and we have only to remark that we do not consider Sir Alexander Grant's complaint to be well founded; indeed, it is altogether inconsistent with the succeeding paragraph of the same Report, which for facility of reference we quote in the margin‡.

† Education Despatch from Government of Bombay, to Secretary of State, No. 8, dated 28th November 1865.

Education Despatch from Government of India, to Secretary of State, No. 22 of 1865, dated 14th December.

Education Despatch from Secretary of State, to Government of India, No. 4 of 1866, dated 12th February.

Education Despatch from Secretary of State, to Government of Bombay, No. 3 of 1866, dated 12th February.

‡ 37. In making these general remarks, which I submit with all deference, I beg at the same time to acknowledge with gratitude the appointments by the Secretary of State, during the past year, of Mr. K. M. Chatfield to be Principal of the Elphinstone College, and of Dr. F. Kielhorn to be Superintendent of Sanskrit studies in the Poonah College. Both these gentlemen are highly qualified for the appointments conferred upon them, and will add a great strength to the department.

8. Sir Alexander Grant then went on to express his opinion that the Bombay Educational Service "is a very poor, precarious, and, in fact, miserable sphere into which one can hardly dare to advise any young man of ability and cultivation to enter." On this point we compared the emoluments and the duties in the Bombay Educational Department with those of the other Educational Departments, and we did not find the alleged inferiority of the former; indeed, the Bombay service is actually in a far better position than the same service in the Punjab, or in any of the minor administrations. Neither did we assent to the view that the Bombay Educational Service has sprung up "fortuitously." It was deliberately established in accordance with the educational despatch of 1854 (paragraphs 17 to 22), as afterwards modified by the despatch of 1859 (paragraph 41). The very fact that Sir Alexander Grant himself is in the Bombay Educational Department is no mean proof of its power of attracting first-rate men. Nor could we accept the statement made in his 12th paragraph, that the higher educational appointments have hitherto been dealt with "neglectfully, given away to political retainers, or filled up at hap-hazard like other uncovenanted appointments." No such complaint had hitherto reached us from any of the presidencies or provinces, and we were of opinion that there was no ground whatever for assuming that such abuses had crept into the nominations to the Educational Department in Bombay, or were likely to do so.

9. There are minor inaccuracies* in Sir Alexander Grant's representation of the present condition of the service which we do not consider it necessary here to notice. With reference, however, to the grounds of dissatisfaction stated in Sir Alexander Grant's 3rd paragraph, we considered that the withdrawal of the covenant and the substitution of a letter of appointment, in which the right of Government to dispense at six months' notice with the services of the person appointed is reserved, were entirely points for your consideration.

* Clauses *c* and *b* of paragraph 2.

10. As regards the second and third headings, the first point which occurred to us was that there is no evidence whatever of the failure of the present system, or of the consequent necessity for the establishment of a new Covenanted Service. The present system, as stated above, was organized on the instructions laid down in the educational despatches of 1854 and 1859, the latter† of which is far from encouraging any notion of a special Covenanted Educational Service. On the contrary it points to the necessity of refraining from the appointment of any covenanted officials to the department on the ground of the disproportion of the cost of the controlling agencies, as compared with the money spent on direct measures for instruction. Sir Alexander Grant's proposals would tend to aggravate this disproportion.

† See paragraphs 5, 40, & 41.

11. Again, we noticed that Sir Alexander Grant's scheme was based, not on what actually *had* happened, but on his estimate of the future. "The department *will* degenerate," he said "unless its higher

appointments *continue* to be held by Europeans of cultivation and learning." But unless it could be shown that such would not be the case, the plea obviously failed.

12. As to the question raised by the Bombay Government, whether the Covenanted Educational Department should not be organized from the Covenanted Civil Service, we considered it satisfactorily disposed of in Sir Alexander Grant's second letter of the 7th January. But we were also of opinion that Sir Alexander Grant's own scheme for the constitution of a separate Covenanted Educational Service was open in one respect to the very objections urged by him against the plan of amalgamating the educational with the Civil Service, inasmuch as any scheme of general selection and general promotion is wholly unsuited to one main branch of the proposed Educational Service, namely, that of the professors. It is true that to get over this difficulty, Sir Alexander Grant proposed a totally different system of selection and treatment for professors, *viz.*, that each professor should, as a rule, be selected in England for his special chair, and that he should remain in it ordinarily without promotion, but with a yearly increment to his salary up to a certain fixed limit. But as the professors would form about one-half the proposed Educational Service, it is clear that this measure would be opposed to the principle enunciated in the 41st paragraph of Lord Stanley's despatch of the 7th April 1859, "that every encouragement be given to persons of education to enter the Educational Service, even in the lower grades, by making it known that, in the nomination to the higher offices in the department, a preference will hereafter be given to those who may so enter it, if competent to discharge the duties."

13. In the next place, the financial result of the scheme was not sufficiently shown. Sir Alexander Grant merely stated that it would* involve no large expenditure of the public funds, and the Bombay Government omitted to notice the question of cost altogther. We had no means of making a sufficiently accurate calculation of the extra expenditure involved in these proposals; but it was obvious that, as all grades in the department, except the Director's were to be raised†, and as 14 years instead of 27 or 30, were fixed for the maximum of service for pension, and as pensions were proposed on the ecclesiastical scale without reference, be it observed, to the considerable inferiority of pay enjoyed by the Ecclesiastical Service during the term of residence in India, the aggregate expenditure involved must be very large indeed. No doubt the Bombay Educational Service is susceptible of improvement; but we repeat it is not in a worse position than the Educational Service elsewhere, and we felt that the points to be discussed must be considered, not with reference to Bombay only, but for all India, as there could be no doubt than any privileges conceded to the Bombay Educational Service would be demanded, and with justice, by the Educational Services in other parts of India also, and would have eventually to be conceded to them. In fact, the question of social rank and precedence of all educational officers is

* Paragraph 7.

† Paragraph 13, Clause 5 of Sir Alexander Grant's letter.

now under our consideration in connection with the propriety of soliciting a general revision of Her Majesty's Warrant of Precedence. We admit that the grounds for the re-organization of the service are strongly put by the Director of Public Instruction in his 11th paragraph; but it seemed to be overlooked that the main point for our consideration was, not how the service could be modelled on principles of theoretical perfection, but what was the best service that could be obtained consistently with the large and daily increasing demands which are made upon us for education elsewhere; and we believe that, on the whole, the cause of education is as efficiently served in Bombay with the existing department as in any other Administration.

14. As regards the fourth point—the proposed Rules of the Covenanted Educational Service—these were of course secondary to the main question whether such a service is to be introduced at all. The rules are stated in Sir Alexander Grant's 13th paragraph, and they appeared to us to be unnecessarily favorable throughout. Nor could we accept the argument urged for limiting the service of educational officers to 14 years—an argument which clearly does not apply to the administrative part of the department.

15. Such were the grounds on which we addressed to the Bombay Government our letter of the 16th March, stating that we were unable to recommend to you Sir Alexander Grant's proposals for adoption. A re-consideration of these grounds has not induced any modification in our views, and we are still of opinion that the only tangible cause for dissatisfaction urged by Sir Alexander Grant is that relating to the terms of the covenant of appointment of educational officers in England, and this, as we have stated above, we consider to be one entirely for the decision of Her Majesty's Government.

XIII.

ALTERATIONS IN THE ARTS REGULATIONS OF THE CALCUTTA UNIVERSITY.

From J. SUTCLIFFE, ESQ., M. A., *Registrar, Calcutta University, to the Secretary to the Government of India*, HOME DEPT.,—*(No. 660, dated 24th July 1866).*

I have the honor, by direction of the Vice-Chancellor and Syndicate, to request that the sanction of His Excellency the Governor General in Council may be given to the following alterations in the Arts Regulations of the Calcutta University, which have been adopted by the Senate on the recommendations of the Faculty of Arts and the Syndicate.

The first alteration to which I am to request the sanction of His Excellency in Council arises from the adoption of the following Resolution:—

"That the successful candidates at the Examinations for Entrance, First Arts, and B. A., be arranged in three classes instead of two classes as at present."

By the proposed division of the successful candidates into three classes, it is considered that a better discrimination between the merits of the candidates will be provided than is afforded by the present division. Many appointments are now given away more particularly in the Educational Department to candidates who pass in the 2nd Class, and there is necessarily a considerable difference in the attainments of those whose marks place them nearly at the top of the 2nd Class, and those who barely pass at all. The proposed sub-division will, moreover, afford a complete classification of the schools which send up Entrance candidates, and in that view will be a useful guide to Educational Authorities.

It is not intended to alter the standard of marks for the 1st Class, but the proposed 2nd Class will consist of students who occupy a mean position, as regards marks, between those of the 1st and 3rd Classes.

Entrance Examination.

7. On the morning of the 4th, Monday, after the examination, the Syndicate shall publish a list of the candidates who have passed, arranged in two divisions, each in alphabetical order. Every successful candidate shall receive a certificate in the form entered in Appendix A.

First Examination in Arts.

7. On the morning of the 4th, Monday, after the examination, the Syndicate shall publish a list of the candidates who have passed, arranged in two divisions, the first in order of merit, and the second in alphabetical order. Every candidate shall, on passing, receive a certificate in the form entered in Appendix A.

Bachelor of Arts.

7. On the morning of the 4th, Monday, after the examination, the Syndicate shall publish a list of the candidates who have passed, arranged in two divisions, the first in order of merit, and the second in alphabetical order.

For readier reference, the present regulations for each examination are given in the margin, and the following are the amended Regulations which are recommended for His Excellency's sanction :—

Entrance Examination.

7. On the morning of the 4th, Monday, after the examination, the Syndicate shall publish a list of the candidates who have passed, arranged in three divisions, each in alphabetical order. Every successful candidate shall receive a certificate in the form entered in Appendix A.

First Examination in Arts.

7. On the morning of the 4th, Monday, after the examination, the Syndicate shall publish a list of the candidates who have passed, arranged in three divisions, the first in order of merit, and the second and third in alphabetical order. Every candidate shall, on passing, receive a certificate in the form entered in Appendix A.

Bachelor of Arts.

7. On the morning of the 4th, Monday, after the examination, the Syndicate shall publish a list of the candidates who have passed, arranged in three divisions, the first in order of merit, and the second, and third in alphabetical order.

The other alteration, to which His Excellency's sanction is solicited is in the form of the certificate which Entrance candidates are require to send in, when they apply to be admitted to the examination. For readier reference the present form is given in the margin, and the following is the amended form which has been adopted by the Senate :—

Certificate.

I certify that the above-named candidate has, to the best of my belief, attained the age of 16 years; that I know nothing against his moral character; that he has not already passed the Entrance Examination of the Calcutta University; and that he has signed the above application.

This certificate is to be signed by the Principal or Head Master of the College or School at which the candidate has been or is being educated; or, if he be a private* student, by the Deputy Inspector of Schools of the District in which he resides.

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Certificate.

I certify that the above-named candidate has, to the best of my belief, attained the age of 16 years; that I know nothing against his moral character; that he has not already passed the Entrance Examination of the Calcutta University; that there is, in my opinion, a reasonable probability of his now passing it; and that he has signed the above application.

This certificate is to be signed by the Principal or Head Master of the College or School at which the candidate has been or is being educated; or, if he be a private* student, by the Deputy Inspector of Schools of the District in which he resides.

The amended form differs from the old form only in requiring head masters to express an opinion as to the fitness of their candidates to undergo examination. The result of the last Entrance Examination shows that a large number of candidates came forward who could not, in the opinion of their teachers, have had any reasonable expectation of passing, and it is believed that a considerable number wish to come forward at the next examination who are no better prepared. The examination of such candidates is a waste of Examiner's time, and gives considerable trouble to the University. Moreover, the cost of conducting the examination will be increased materially if the present system of indiscriminate admission be continued.

On these grounds, it is recommended that the sanction of His Excellency be given to the amended form of certificate for Entrance candidates.

From A. M. MONTEATH, ESQ., *Under-Secy. to the Govt. of India,* HOME DEPT., *to the Registrar of the Calcutta University,—(No.* 3770, *dated* 17*th August* 1866*)*.

I am directed to acknowledge the receipt of your letter No. 660, dated the 24th ultimo, submitting for sanction certain alterations in the Arts Regulations of the Calcutta University appertaining to the examinations noted in the margin, and to the form of certificate required of candidates for matriculation.

Entrance Examination.
First Examination in Arts.
B. A. Examination.

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* Private Student:—One who has attended at no educational institution for six months before the examination.

2. In reply, I am directed to intimate that the Governor General in Council is pleased, under Section 8 of the Act of Incorporation [No. II of 1857], to approve of the proposed alterations.

XIV.

WORKING OF THE GRANT-IN-AID RULES IN MADRAS.

From the Secretary of State for India, to the Government of India,—(No. 5, dated 9th March 1866).

I have had under my consideration in Council your letter, dated the 6th March (No. 3) 1865, forwarding in reply to Sir Charles Wood's despatch of the 23rd January (No. 1) 1864, certain documents relative to the administration of grants-in-aid, and drawing attention to the Report of the Director of Public Instruction in Bengal on the subject; noticing two measures connected with the grant-in-aid system sanctioned by you in the year 1864, and remarking that, before urging the more general adoption of the "system of grants-in-aid by capitation results, which have been introduced at Bombay," you think it necessary to watch the working of the system.

2. In addition to the proceedings forwarded in your letter, I find, from an examination of your Books of Proceedings, that you have given your sanction to revised rules for the administration of Grants-in-aid in Madras, Bombay, the North-Western Provinces, Oude, British Burmah, and the Central Provinces.

3. The rules thus sanctioned by you differ very widely in their character. To notice the principal divisions of territory only, the rules for the North-Western Provinces, resembling those which have been in use in Bengal, are based upon broad and comprehensive principles; under those of Madras, aid is limited almost entirely to the augmentation of teachers' salaries, with the object of improving the quality of education; while those of Bombay are framed on the system of payment by results of individual examinations, which forms the basis of the revised code in this country.

4. I do not find anything like a general review by your Government of these differing systems, nor any indication of an opinion whether the modifications made in the previously existing systems by the several Local Governments were such as to obviate the complaints of the ineffective working of the system of grants-in-aid referred to you in the despatch of 23rd January 1864, and to secure the object proposed to you in that despatch of so framing the Grant-in-aid Rules as, "while affording the requisite security for the due application of the grants, to interfere as little as possible with the free action of those who may seek, under their operation, to promote the spread of education among the masses of the people."

5. The only indication given by you of any opinion as to the relative advantage of the differing systems which you have sanctioned, is that you say you consider it "expedient to watch the working of the new system of grants-in-aid by capitation results," which has been introduced at Bombay, "before urging its more general adoption." I concur in this view, and am satisfied with the reasons assigned by the Lieutenant Governors of Bengal and of the North-Western Provinces against the introduction at present of that system in those provinces respectively.

6. The Report of the Director of Public Instruction in Bengal bears out the favorable view taken in the despatch No. 1 of 1864, as to the character of the Bengal rules, and to their generally satisfactory operation; and I am disposed to concur in the conclusion arrived at by the Lieutenant Governor, that the rules are well adapted to the wants of the country, and do not call at present for any alteration.

7. In the Mission schools receiving grants-in-aid from Government in Bengal, the conductors do not, for the most part, profess to impart secular education of a high order or to prepare the scholars to enter into competition with the pupils of other schools for Government scholarships. There is every reason, however, to believe in the beneficial effect upon the Hindu population in Calcutta and elsewhere in Bengal of the education imparted to them under English gentlemen of the character and acquirements of the Missionaries. There is, as the Lieutenant Governor remarks, ample scope for the labors of all who are willing to exert themselves for the promotion of secular education among the masses of the people of India; the benefits resulting from the efforts in this direction of Missionaries and other benevolent persons have been repeatedly acknowledged, and Her Majesty's Government would greatly regret that those efforts should be disparaged, or that any ground should be afforded for supposing that Government or its officers are less disposed than hertofore to afford encouragements to such valuable and disinterested exertions.

8. I observe that, in the revised rules which have been sanctioned for the Madras presidency, the "certificate system," or that by which grants are made to certificated teachers, proportioned in amount to the examination which they may pass, is still retained as the "leading feature" of the scheme; and as regards schools generally, therefore, the rules are still open to the objection which was formerly stated to them, *viz.*, "that they tend to raise to an unnecessarily high scale the salaries of the masters, and by requiring a large proportion of such increased salaries to be paid by the promoters of the school, impose on them a charge beyond the necessities of the case." The hardship would be varied, but not diminished, should the managers of the school be unwilling or unable to raise the salary of a master who has successfully passed his examination to an amount equal to that of the grant to which his success in the examination would entitle him; for, in that case, the Government grant would not be paid in full, but be limited to, the amount

of salary paid by the managers, who would be unable to claim the balance of the grant as a contribution towards the general expenses of the school.

9. Among the changes introduced by the new rules, it is now provided—*1st*, that a grant on a reduced scale may be given in aid of the salary of any masters or mistresses, of whose qualifications to perform their duties in a fairly efficient manner the Director of Public Instruction may be satisfied, though they may be unable to pass the certificate examination; and *2ndly*, that in the case of elementary schools, the managers may have the option of obtaining grants according to the results of periodical examinations of the pupils. These provisions will materially mitigate the stringency of the rules as they formerly stood; and, though I am not altogether satisfied that the rules even now are not unduly directed to the raising of the standard of education in existing schools, while they fail to afford sufficient encouragement to the establishment of new ones, I shall not urge any further alteration of the rules in this respect till the amendments which have been sanctioned shall have had a fair trial.

10. In the mean time I cannot, without a more distinct expression of opinion from your Government, consider the whole subject of the Grant-in-aid Rules to be satisfactorily disposed of; and I have to request, therefore, that, with reference to the representations forwarded with the despatch of the 23rd of January 1864, you will inform me, with as little delay as possible, how far, in your opinion, the systems now in force in the different presidencies are calculated to secure the objects specified in the concluding paragraph of the above-mentioned despatch.

From the Government of India, to the Secretary of State for India,—(*No.* 5, *dated* 15*th June* 1866.)

We have thought it right, in consequence of the remarks in paragraph 3 and in paragraphs 8 and 9 of your despatch No. 5, dated the 9th of March last, to request the Governments of Madras and Bombay to favor us with a report on the practical working, up to the present time, of the Grant-in-aid Rules in force in those presidencies respectively, and on receipt of these reports, we will address you further, and will inform you whether, in our opinion, the systems now in force in those presidencies are calculated to secure the objects specified in the concluding paragraph of your despatch of January 1864.

2. It has not seemed necessary to make a similar reference to the other Governments and Administrations, because the observations in your despatch, as to systems widely differing in character, are in fact applicable only to Madras and Bombay.

3. The rules for the Punjab, Oude, and the Central Provinces, resemble the rules in use in the North-Western Provinces, which are acknowledged in your despatch to be "based on broad and comprehensive principles."

4. The rules in Bengal do not differ materially from the rules in the North-Western Provinces, except in respect of the smaller proportion which, under the former, the Government grant, is to bear in the case of schools of a certain class to the income guaranteed from local sources, including fees. This difference is justified in Bengal, as regards the schools to which it applies, by the greater advance which education has made in Bengal than in other provinces, and by the greater willingness of the people of Bengal to pay for education than is found as yet to exist generally in other provinces. We believe that the Bengal rules are (as you have observed in your despatch in concurrence with the opinion of the Lieutenant Governor of Bengal) well adapted to the wants of the country.

5. We desire to assure you that we fully share in the sentiments which you have expressed in the 7th paragraph of your despatch regarding the Mission schools in Bengal, and their beneficial effect upon the native population.

6. We beg to call attention to our despatch, dated the 18th of July last, which would seem, from the reference made in paragraph 2 of your despatch under acknowledgment to our " Books of Proceedings," to have been overlooked. In this despatch we stated that we had informed the several Local Governments and Administrations, in forwarding to them your despatch of January 1864, that we should not deem in necessary to prescribe one uniform set of rules for all India, but that we should be willing to take into consideration the circumstances of each province, and the opinions of the authorities charged with its administration, and to sanction such rules for the regulation of grants-in-aid as consistenly with the general principles of the system might seem to be most applicable in each case.

7. It is in accordance with this view of the course which it is expedient for the Central Government to follow in its connection with the subordinate Governments, that we have not thought it desirable to force upon the Governments of Madras and Bombay rules of the same character as those adopted in the provinces more immediately subject to the control of the Governor General in Council.

From A. J. ARBUTHNOT, ESQ., *Chief Secy. to the Govt. of Fort St. George, to the Secy. to the Govt. of India,* HOME DEPT.,—*(No.* 336, *dated 25th October* 1867*).*

In continuation of my letter of the 26th ultimo, No. 305, I am directed to submit for the consideration of the Government of India, and for transmission to the Secretary of State, the report called for in the letter from your department, under date the 15th June 1866, on the practical working of the Grant-in-aid Rules in force in this presidency, with reference to the remarks contained in the despatch from Earl de Grey and Ripon, under date the 9th March 1866.

2. Your letter was at once communicated to the Director of Public Instruction, who was directed to submit a full report on the whole subject; but, previous to the receipt of his reply, which is contained in his letter of the 16th October 1866, the attention of the Government had been drawn to a defect in the schedules relating to the system of grants on the payment-for-results plan, and the director had been instructed to revise the schedules in communication with the inspectors and some of the principal managers of schools, including the representatives of the leading educational societies, and to furnish the Government with a draft of the revised schedules which he would propose to substitute for those now in force. One not unimportant portion of the rules (and that one which, in fact, was advocated by the opponents of the rules sanctioned in 1858, as furnishing the most suitable means of aiding private schools,) being thus under revision, the Governor in Council did not feel himself in a position to enter upon a comprehensive review of the questions raised in the despatch of Earl de Grey and Ripon, pending the receipt of the director's proposal for amending the schedules, which only reached the Government on the 6th ultimo.

3. In your letter now under acknowledgment, the Madras Government are requested to state whether they are satisfied that the Grant-in-aid Rules in force in this presidency are calculated to secure, and do in fact secure, the object specified in the concluding paragraph of the Secretary of State's despatch, dated 23rd January 1864, No. 1, and especially whether the free action of those who are interested in promoting the spread of education among the masses of the people is in any degree fettered in the manner suggested in the 8th paragraph of the despatch from Earl de Grey and Ripon. In the first mentioned despatch, the object with which the Government of India were then desired to give their consideration to the administration of grants-in-aid was stated to be "the removal of any impediments in the way of the extension of the system, and the adoption of such rules as—consistently with the principles laid down in the despatch of July 1854, while affording the requisite security for the due application of the grants—shall interfere as little as possible with the free action of those who may seek under their operation to promote the spread of education among the masses of the people." In the despatch of the 9th March 1866, it is stated that, under the rules in force in this presidency, aid is limited almost entirely to the augmentation of teacher's salaries with the view of improving the quality of education, and the opinion is expressed that "the rules are still open to the objection that they tend to raise to an unnecessarily high scale the salaries of the masters, and, by requiring a large proportion of such increased salaries to be paid by the promoters of the school, impose on them a charge beyond the necessities of the case." The despatch goes on to say that "the hardship would be varied, but not diminished, should the managers of the school be unwilling or unable to raise the salary of a master who has successfully passed his examination to an amount equal to that of the grant to which his success in the examination would entitle him; for in that case, the Government grant would not be paid in full, but be limited to the amount

of salary paid by the managers, who would be unable to claim the balance of the grant as a contribution towards the general expenses of the school."

4. The Governor in Council cannot think that the defects adverted to in the remarks above quoted are necessarily inherent in the Grant-in-aid Rules at present in force in this presidency. In the first place, as the Director points out in the 3rd paragraph of his letter of the 16th October last, it is not the fact that under the Madras Rules "aid is limited almost entirely to the augmentation of teachers' salaries with the object of improving the quality of education." As Mr. Powell observes, the Madras rules do not limit the assistance given by Government to the payment in part of the salaries of teachers, though undoubtedly their distinctive feature is that (except in those cases in which aid is given on the payment-for-results plan) they allow of the grant of aid for specific purposes only, and not for the general support of the school. Aid is given for other purposes as well as the payment in part of the salaries of the teachers, though the latter, as being the most important branch of school expenditure, naturally absorbs by far the largest portion of the grants. It is equally erroneous, His Excellency in Council would submit, to describe the grants given in aid of the salaries of teachers as grants "for the augmentation of teachers' salaries with the object of improving the quality of education." The avowed object of the rules which relate to the grants-in-aid of teachers' salaries is to enable the managers of schools under inspection to obtain from Government the means of paying a portion of the salaries of their teachers—one-half in the case of certificated teachers, and one-third in the case of teachers who do not hold certificates. It is nowhere laid down that the grants given by Government are intended merely to augment the salaries of the teachers, or in other words, to be in addition to the salaries for which fairly qualified teachers can be obtained. The intention of the rules is that, in the case of schools already in operation when brought under inspection, the managers shall be able to save a portion of the salaries hitherto paid by them to those teachers in aid of whose salaries grants are given, and to apply the saving either to employing additional teachers, or to establishing additional schools, or to some other educational purpose; while, in the case of new schools, the managers are enabled to make all their preliminary arrangements for the engagement of teachers, &c., with reference to the amount of Government aid available under the Grant-in-aid Rules. The Government of India will have learnt from the papers submitted with my letter of the 16th October 1864 that there was at one time some misconception on this point on the part of certain managers of schools in this presidency, who imagined that the grant was intended to be additional to the salary which the master received, or would have received from the managers if no grant had been given by Government; but the point was discussed at some length in those papers (*see* Selection from the Records of the Madras Gevernment, No. LXXXII), and the Governor in Council has no reason to suppose that a similar misconception still prevails. It has no doubt happened in many schools, where the scale of salaries previously given by the managers was unduly low,

that the grant has become practically an augmentation to the salary of the teacher, or that it has enabled the managers to employ more efficient teachers than they had previously been able to obtain. In neither of these cases would any portion of the funds at the disposal of the Managers be set free for an extension of their work, and the effect of the grant would undoubtedly be, in the first case, to augment the salary, of the teacher, and so to enable the managers to maintain the quality of the education by retaining the teacher, who, having been previously underpaid, would probably have sought other employment had not the Government grant admitted of an augmentation of his salary, and in the second case, to enable the managers to improve the quality of the education by employing more efficient teachers, whose services could not have been obtained for the salaries previously at the managers' disposal. One instance of the latter result, in the case of the Central School of the Free Church of Scotland's Mission—where, however, the grant of aid has been followed by a very great improvement in the number of pupils, as well as in the quality of the instruction—is given in the Director's letter of the 16th October last; and that the same result has followed the issue of the grants in other cases is to be gathered from the extracts given in the 4th paragraph of the same letter, with reference to the effect of the new rules in the schools of other societies. But this, the Governor in Council would observe, is an incidental, and, as he must think, by no means undesirable, result of the issue of Government grants, and it cannot, he would submit, be regarded as affording evidence that the rules in force are not calculated to develope the extension of education by the establishment of new schools, or by the enlargement of existing schools. All that it proves is that, in certain cases, the managers of schools have deemed the improvement of existing schools to be preferable to the establishment of new schools—not that there is anything in the certificate system which is really inconsistent with the latter object.

5. Passing on to the more specific objection advanced in Earl de Grey's despatch, to the effect that the revised rules, like those which they superseded, tend to raise to an unnecessarily high scale the salaries of the masters, and, by requiring a large proportion of such salaries to be paid by the promoters of the school, impose upon them a charge beyond the necessities of the case, I am directed to remark that, in the opinion of His Lordship in Council, it would be impossible to fix the maximum grants which may be given at lower rates than those laid down in the existing rules, and that, inasmuch as the rates are maximum rates, while no minimum rates have been prescribed, the managers are in no way compelled to give salaries higher in amount than would be justified by the market value of their teachers' services. The maximum rates of grant assignable for the several grades of certificates are necessarily based on general considerations, applicable to the presidency taken as a whole, and, regarded from this point of view, it cannot be said that they are unduly high. At the same time, it is probable that, in some parts of the country, and in reference to the teachers of certain classes of schools—as, for instance, the schools for the Shanars in Tinnevelly—a lower scale of salaries is sufficient, and in

such cases His Excellency in Council considers that it cannot justly be regarded as a hardship on the teachers that their salaries should be regulated by their employers at rates below those which they might receive if the managers deemed it necessary to take full advantage of the grants obtainable under the rates. His Excellency in Council would request the attention of the Government of India and of the Secretary of State to the remarks made on this point in the Chief Secretary's memoranda recorded in the selections already referred to.

6. From the quotations made in the director's letter of the 16th October last, and from the general tenor of the communications appended to that officer's letter of the 5th ultimo, it may be inferred that the foregoing views are shared by the leading managers of schools in this presidency. The Reverend Mr. Symonds, Secretary to the Society for the Propagation of the Gospel, declares himself to be "well satisfied with the working and results of the present rules in regard to the schools generally." The Reverend Mr. Miller, Secretary to the Financial Board of the Free Church of Scotland's Mission, expresses himself to the same effect; and the Secretary to the Church Missionary Society admits that "an impetus has been given." Turning to the statistics of the two years which have elapsed since the present rules were brought into operation, it appears that in 1865-66, the first complete year in which the revised rules were in force, the grant-in-aid expenditure, exclusive of building grants, rose from Rs. 89,802, the sum expended in 1864-65, to Rs. 1,16,896. During the same period, the number of aided schools rose from 502, with an attendance of 22,351 pupils, to 775, with an attendance of 27,381 pupils. During the eleven months ending on the 31st March last, the grant-in-aid expenditure amounted to Rs. 1,21,271, which for twelve months, would give an expenditure of Rs. 1,32,295. The number of aided schools at the close of the latter period was 879, of which—

	Pupils.
15 were Schools of the Higher Class, with ...	3,657
154 " " Middle " ...	10,913
706 " " Lower " ...	20,228
4 Normal Schools " ...	462

The aggregate number of pupils in aided schools was 38,160. The expenditure for the eleven months was distributed as follows :—

	Rs.	A.	P.
College	4,845	5	8
Schools of the Higher Class	34,081	15	1
" " Middle "	54,037	2	11
" " Lower "	17,118	7	0
Female Schools	4,947	10	5
Normal "	6,271	5	4

The expenditure on schools of the lower class and female schools, amounting to Rs. 22,066-2-5, or less than one-fifth of the aggregate expenditure on grants-in-aid, may be taken to represent the amount expended on purely elementary education. It must be borne in mind, in connection with these figures, that, while the average grants made to higher class schools amounted to Rs. 2,893 per school, and to middle

class schools to Rs. 351 per school, the average grant to schools of the lower class and female schools was only Rs. 31-5 per school; the average expenditure from all sources per school in each case being as follows :—

		Rs. A. P.
For Schools of the Higher Class	...	8,647 9 9
" " Middle "	...	1,660 2 7
" " Lower "	...	115 10 6

After, however, making every allowance for the fact that the individual grants to the elementary village schools must necessarily be small, the Governor in Council is constrained to admit that the proportion which the entire expenditure on elementary education bears to the aggregate grant-in-aid expenditure is at present unduly small, and that, even within the comparatively short period which has elapsed since the present rules were promulgated, more satisfactory progress in this important branch of educational work might not unreasonably have been looked for. The proportion which, in the several grades of schools receiving aid, the Government grant bears to the aggregate expenditure from all sources, is also very much below what the rules contemplate. The attention of the Director of Public Instruction has been called to both these points, and he has been instructed to submit, after communication with the inspectors and managers of schools, any explanatory information which he may be able to obtain with reference to them.

7. It appears that, up to the present time, for the reasons given in the enclosed correspondence, that part of the revised rules which provides the issue of grants on the payment-for-results system has been nearly a dead letter. The Governor in Council has accorded his provisional sanction to the revised Schedules A and B submitted with the director's letter of the 5th ultimo, and, with two exceptions, to the special regulations appended to the schedules. A copy of the schedules and regulations, as amended by the Government, is annexed. The regulations which have not been sanctioned are Nos. 8 and 13, the first of which empowers the inspectors to decline, under certain circumstances, conducting the examination of a school, while the second limits the amount of the grant payable on the results of the examination to a moiety, in the case of boys' schools, of the aggregate expenditure on the salaries of teachers, and, in the case of girls' schools, to a moiety of the aggregate expenditure on the salaries of teachers and of servants. The Governor in Council deems both these regulations to be unnecessary in the case of schools aided on the payment-for-results system. He concurs with the Reverend Dr. Caldwell in regarding it as "an essential element of the system of payment for results that Government should content itself with getting its money's worth of results for the money it grants, and leave it to the managers of schools to supplement its payments in whatever manner, and to whatever extent, they think fit." His Lordship in Council does not anticipate that, except in the case of indigenous village schools, the payment-for-results system will be taken advantage of to any considerable extent, and he agrees with the

director that it must be confined to elementary schools; but it is very desirable that its operation should not be impeded by any restrictions not absolutely essential.

8. The Governor in Council has also sanctioned, subject to the confirmation of the Government of India and of the Secretary of State, the addition of the words entered in the margin to Rule 25 of the present rules. It was intended, when the rules were framed, that grants should be made in aid of the rent of school-houses, the wages of school servants, and the contingent charges of schools as well as for other purposes specified in the rules, but as there seems to have been some misunderstanding on the point, the Government think it advisable that it should be expressly provided for.

"The rent of school-houses, the wages of school servants, the contingent charges of school."

9. The Governor in Council trusts that the Secretary of State will allow the Madras Grant-in-aid Rules, as above amended, to remain in force for a few years longer, or at all events, until a more lengthened experience shall have furnished adequate data for forming a satisfactory judgment as to their practical working.

SCHEDULE A.

Standards of Examination.

1st (Lowest) Standard.

1. *Vernacular Reading.*—As in the 1st Part of the 1st Book of Lessons in Tamil, The meanings of words to be given.
2. *Writing,* in large hand, short words out of the Reading Book.
3. *Arithmetic.*—Notation to thousands, easy Addition, and the Multiplication Table to five times five. English figures to be used in all cases.

2nd Standard.

1. *Vernacular Reading.*—As in the 2nd Part of the 1st Book of Lessons in Tamil and the first twenty-five lessons of the 2nd Book. Explanation to be given.
2. *Writing* from dictation short sentences out of the Reading Book.
3. *Arithmetic.*—Subtraction, Multiplication, and Division. The Multiplication Table to twelve times twelve.

3rd Standard.

1. *Vernacular Reading.*—As in the 2nd Book of Lessons in Tamil generally, with explanation.
2. *Writing* from dictation in small hand out of the Reading Book.
3. *Arithmetic.*—Compound Rules and Reduction with the ordinary Weight, Measure and Money Tables.
4. *Grammar.*—Etymology, as in Pope's 1st Catechism of Tamil Grammar. Questions to be put in reference to the Reading Book.
5. *Geography* of the district in which the school is situated.

6. *English Reading.*—As in the 1st Book of Reading of the Madras School Book Society, with explanation in Vernacular.

7. *Writing*, in large hand, easy words from the English Reading Book.

4th Standard.

1. *Vernacular Reading.*—As in the 3rd Book of Lessons in Tamil, with explanation and paraphrase. The quantity to be brought up for examination to be equivalent to about half of the 3rd Book.

2. *Writing* from dictation out of the Reading Book.

3. *Arithmetic.*—Moderately easy practical questions in Vulgar Fractions and Simple Proportion.

4. *Grammar* generally, as in Pope's 1st Catechism of Tamil Grammar, with application to the Reading Book.

5. *Geography* of the Madras presidency, with a general outline of the geography of Hindoostan. The knowledge required of the Madras presidency to be such as may be obtained from the study of the "short account of the Madras presidency" in connection with a Map.

6. *English Reading.*—As in the 2nd Book of Reading of the Madras School Book Society, with translation of easy passages into Vernacular.

7. *Writing* from dictation out of English Reading Book.

8. *English Grammar.*—Etymology and the Syntax of simple sentences. *Application* to be made to the Reading Book.

SCHEDULE B.

Grants to pupils passed under the several standards.

	Vernacular.						English, or extra Language.			
	1	2	3	4	5		6	7	8	
	Reading.	Writing.	Arithmetic.	Grammar.	Geography.	Total Rupees.	Reading.	Writing.	Grammar.	Total Rupees.
1st Standard	1	½	1	...	...	2½	...	...	...	...
2nd Ditto	1½	1	1½	...	...	4	...	...	...	...
3rd Ditto	2	1	2	1	½	6½	2	1	...	3
4th Ditto	3	1	3	1½	1½	10	3	1½	1½	6

(a). For English and Eurasian children, the English language may be taken as the Vernacular; and, in the place of English as an extra language, one of the vernaculars of the presidency—Tamil, Telugu, Canarese, Malayalum, and Hindoostanee—may be brought up.

(b). In the case of girls' schools the grants will be 50 per cent. higher; and in addition, a grant of Rs. 2 will bê given for tolerably fair plain needle-work, and one of Rs. 4 for decidedly good work of the same description. A capitation grant of 1 Rupee a head will also be allowed, *as a temporary measure*, upon the average daily *attendance* during the year.

Special Regulations in connection with the system of "payment-for-results."

Only one examination within an official year will be claimable by a school; but, to meet the case of indigenous schools, half-yearly examination, will, when practicable, be given to such schools, and half the prescribed annual grants will be issued upon the results of each examination.

2. To be eligible for examination, a pupil must have attended six months at the school in which he is reading; and, to count a month's attendance, a pupil must have attended at least 15 days in that month.

3. A pupil is not to be presented for examination under any standard who has already passed for that standard at another school.

4. Where the inspection of a school is made annually, a pupil will not be allowed to pass more than once under any standard, save the fourth or highest. For the fourth, a pupil will be permitted to pass twice at the same school.

5. Where the inspection of a school is made half-yearly, a pupil may pass twice for each of the 1st, 2nd, and 3rd standards, and four times for the 4th standard.

6. In the case of half-yearly examinations the first may be made somewhat less severe than the second.

7. An application, in the annexed Form (C), must be made to the Inspector of the Division by the managers of a school seeking aid under the system of payment-for-results; and at the same time a copy of the application must be forwarded by them to the Office of the Director of Public Instruction. An application for inspection under this system must reach the inspector at least three months before; in the course of his ordinary tour, he will visit the district in which the school is situated. If this condition is not fulfilled, the inspector will be at liberty, should his arrangements render it decidedly inconvenient for him to visit the school, to let the application stand over till the following year's tour. In this case, the inspector is to send a memorandum of the course pursued by him to the managers of the school, and a copy of the same to the Office of the Director of Public Instruction.

8. When the preliminary conditions are fulfilled, the inspector will examine the children presented to him according to the standards specified by the managers of the school. After examination he will furnish the managers with a memorandum showing the pupils examined and passed under each standard, and the grant claimable in consequence. This memorandum is to be submitted to the Director of Public Instruction by the managers, with an application, requesting that the sum stated by the inspector to be claimable may be paid to them. On receiving the application and memorandum, the Director of Public Instruction will take immediate steps to pay the money.

9. Schools receiving aid under the salary grant system cannot claim assistance under the "payment-for-results" system, and *vice versâ*.

10. All schools receiving aid under the system of "payment-for-results" will, similarly to schools under the salary grant system, have to furnish such returns and statements as may be called for by Government.

11. To pass at an annual examination for any head belonging to a standard, a pupil must secure one-half of the marks assigned by the inspector to that head. The inspector is at liberty, however, to allow a *small* deficiency under one head to be compensated for by superior proficiency under another.

FORM C.

1	2	3	4	5	6	7	8	9
Locality.	Description of School.	Responsible Managers.	Number of Masters.	Average Number of Pupils during the last three months.	Average Monthly Expenditure for the last three months.	Average Monthly free collection for the last three months.	Probable Number of Pupils that will be presented to the Inspector for examination under each Standard.	REMARKS.

We, the responsible managers of the above school, promise to comply with all the provisions of the Grant-in-aid Rules, in case of our receiving a grant according to the system of payment-for-results.

(*Signatures of Managers*).

From E. B. POWELL, ESQ., *Director of Public Instruction, to the Chief Secy. to the Govt. of Fort St. George,—(*No. 2181, *dated* 16*th October* 1866*)*.

I have the honor to address you in reply to order of Government No. 197 of the 2nd July last, in which I was desired to report upon the operation of the revised Grant-in-aid Rules now in force in the Madras presidency.

2. In the first place, I have to observe that the time elapsed since the rules were brought into operation, *viz.*, the 1st January 1865, is so short that the practical results obtained in the period cannot be regarded as deciding definitively upon the merits or demerits of the regulations. I have also to remark that I doubt if "Selections from the Records of the Madras Government, No. 82," containing all the important papers connected with the very full discussion of the grant-in-aid scheme which

was carried on as a preliminary to the laying down of the present rules, had been brought prominently to the notice of the Home Authorities prior to the date of the despatch No. 5 of 1866, from the Right Hon'ble the Secretary of State for India. The "Selections" contain not merely theoretical arguments regarding the shape in which State aid should be given, but also the practical conclusions derived from a lengthened and intimate acquaintance with the work of instruction by the chief educationists of the presidency. I suggest that the special attention of the Home Authorities be requested to the volume of "Selections" to which I have referred.

3. Another point deserving of notice, before proceeding with the immediate subject of this letter, is that paragraph 3 of the despatch from the Secretary of State for India, No. 5, appears to indicate the existence of a misconception. It is there stated that under the Madras rules, "aid is limited almost entirely to the augmentation of teachers' salaries with the object of improving the quality of education." The Madras rules do not limit the assistance given by Government to the payment in part of the salaries of teachers, though undoubtedly their distinctive feature is that they allow of the grant of aid for specific purposes only, and not for the general support of the school Prominent among such specific purposes is the payment in part of duly qualified masters, in accordance with the well known maxim, "as the teacher, so the school." But grants are also issued for the payment of scholarships; the provision of books of reference, &c., and in some cases of school-books; the establishment and maintenance of libraries; the erection, purchase, enlargement, or repair of school buildings; and the provision of school furniture.

4. In my Report on Public Instruction for 1865-66, lately submitted to Government, I dwelt at some length upon the results of the revised rules, as stated in letters which had, at my request, been sent me from the great Christian Missions established in this presidency. As this portion of my report contains, if not the whole, at least the main part of the information sought by the Government of India, I beg to introduce it here—

"In the preliminary discussions connected with the revision of the Educational Grant-in-aid Rules it was stated by some of the representatives of the Chief Missionary bodies, that their societies sought increased aid from Government, not with the object of easing the pressure on their funds, but with that of extending their educational operations. Considering it of much importance that Government should be placed in a position to see the extension given to the educational work of the leading Missions, I adressed a circular upon the subject to the Secretaries of the Church Missionary and Gospel Societies, the Chairman of the Wesleyan Mission at Madras, and the Secretary to the Free Church of Scotland's Mission. I will now proceed to notice the chief points in the replies I received from the above gentlemen; and I may mention that besides other details, I requested the representative of each Mission to specify—(1) the additional sum expended by his society on education since the promulgation of the new Grant-in-aid

Rules, and (2) the additional number of scholars embraced by its operations from the same date.

"The Reverend Mr. Gray, on behalf of the Church Missionary Society, favored me with three comparative tabular statements. Of these, one shows the teachers maintained, and the funds laid out, by the society for the years ending the 30th September 1864 and the 30th September 1865; another gives the number of institutions and scholars at the close of the years ending the 31st December 1864 and the 31st December 1865; and the third indicates the number of teachers of different classes in the service of the society at the close of the same year.

"It appears that, on 30th September 1865, there were employed by the society, in the Madras presidency, 14 European or East Indian teachers, and 465 Native ones, against 14 of the former and 463 of the latter on the 30th September 1864; that for the year ending 30th September 1865, the expenditure, including grants-in-aid, was Rs. 96,587, against Rs. 85,774 for the preceding 12 months, while the amount of Government assistance received in the first-mentioned period exceeded that in the second, according to Mr. Gray, by about Rs. 5,000, or, according to the records of this office, by Rs, 4,193. The number of pupils was, for December 31st, 1864, 9,941, and for December 31st, 1865, 10,527. In 1865 there were 146 certificated Native masters and 19 certificated mistresses, against 141 and 17, respectively, in 1864.

"From these figures it is clear that, as is admitted by Mr. Gray, no material extension has been given to the operations of the Church Missionary Society. The Secretary remarks, however, 'an impetus has, I think, been given; but it is yet too soon to form a judgment of the result.'

"The Reverend Mr. Symonds, Secretary to the Gospel Society, observes that it would not be fair to judge of the operation of the new rules by what took place in 1865. He states that his society had embarked on a large expenditure in anticipation of the rules, and that this expenditure could not have been maintained but for the aid received from Government.

"Mr. Symonds makes the following observations regarding the society's outlay on education, which had slightly fallen in 1862:— 'In 1863 it again reached Rs. 60,000, the grants being Rs. 11,495. In 1864 it amounted to Rs. 94,000, of which Rs. 26,669 was met by grants. In 1865 we closed our accounts on the 30th September, which, in future, will be the end of our official year. I can only give you, therefore, the figures for the first nine months of 1865. In that period the educational outlay was Rs. 68,239. This is about Rs. 2,000 less in proportion than for the same period in 1864, taking gross outlay; but then it is to be noticed that in 1864 the cost of buildings and repairs was nearly Rs. 7,000, whereas in 1865 it was only about Rs. 1,500; so that the outlay on teachers, &c., was actually greater. The grants for this period amounted to Rs. 15,485.'

"The chief advance appears to have been in the character of the education. This is indicated by the rise in the aggregate fees collected: in 1863 the fee collections were Rs. 2,475, in 1864 Rs. 5,715, and in 1865 Rs. 7,765. It is mentioned that the number of trained and certificated teachers employed by the society in 1865 was about double the number employed in 1862; from this, too, an improvement in the quality of the education may be concluded.

"The Reverend Mr. Stephenson, on behalf of the Wesleyan Mission, remarks that in 1864 his society drew in grants Rs. 4,370, a sum larger than it had received in any former year, owing to the liberal anticipation on the part of Government of the revised rules, and that in 1865 the amount rose to Rs. 7,411. The sum spent on schools in the Madras district was for 1864 Rs. 16,903, and for 1865 Rs. 17,689. The financial difficulties against which the society had to contend are assigned as the reason for no greater extension having been given to educational operations; and it is also observed that the immediate effect of the new rules was, not to place a more numerous or more able staff of teachers at the disposal of managers of schools, but to raise the market value of teachers' labors.

"The point of most interest to which Mr. Stephenson calls attention is the effect of the increased aid furnished by Government in developing Anglo-Veruacular schools. On December 31st, 1864, the number on the rolls of the Society's Anglo-Vernacular schools was 1,206; and this number has now risen to 1,412. Again, if the schools be divided into two classes, aided and unaided, the former class shows an increase in attendance from 766 to 1,000, while in the latter there has been a small decrease. The rules are believed to operate more favorably for Anglo-Vernacular than for Vernacular schools, though the comparative stagnation of Vernacular education is ascribed more especially to an ever increasing desire on the part of the Natives for instruction in English.

"The Reverend Mr. Miller, Secretary to the Free Church of Scotland's Mission, states that he believes the new rules have resulted in a great development of the educational work of his Mission in those schools in which advantage could be taken of them. As in anticipation of the rules, a liberal general grant was issued to the Central Institution at the close of 1863, Mr. Miller places in comparison the state of things in March 1863 with that in March 1866; and he observes that the aim of his Mission being, not to increase the numbers in the school, but to procure more efficient teachers, and so to raise the education imparted to a higher standard, it is in the latter direction most advancement has been made.

"For the Central Institution, the grant drawn in March 1863 was Rs. 23, and that in March 1866 was Rs. 446; the entire outlay for the former epoch being Rs. 899, and that for the latter Rs. 1,420 per mensem. In March 1863 the number of boys on the roll was 350, with an average attendance of 293; in March 1866 the number on the roll was 642, with an average attendance of 591. The increased atten-

dance pertains almost entirely to the higher classes; and a striking feature is that, while in 1863 there were only three pupils able to *commence* the studies required for matriculation, there are now 47 studying the subject in a class specially constituted to send up candidates to the examination, beside others, forming what is termed a Preparatory Matriculation Class. Moreover, a class now exists of 30 students who have passed the Matriculation Examination, and are preparing for the First Examination in Arts. There is also a very considerable improvement as to regularity of attendance, which is ascribed to the employment of superior teachers: in 1863 the percentage of absentees was upwards of 16, while it now stands at a little less than 8. The whole of the progress of the Central Institution is not to be attributed to the increased aid afforded by Government, but it appears that much may fairly be ascribed to this cause.

"Mr. Miller gives a comparison in detail, showing the operation of the new rules upon the other schools of his Mission. It will suffice here to remark that, while in some cases little or no benefit has been drawn from the rules, in no other instance has their influence been so beneficial as in that of the Central Institution. Taking all the schools into account, the aggregate monthly grant formerly drawn was Rs. 65, now it is Rs. 767; prior to the issue of increased aid, the total monthly outlay in the schools was Rs. 2,425, it now reaches Rs. 3,393; formerly the whole number of scholars on the roll was 1,468, now it is 1,886."

5. From the foregoing, I think it must be allowed that Government aid has done much for improving Missionary education, and that it has had some effect in extending the limits of that education, though as yet the extension has been comparatively small. That the representatives of the Missionary bodies for the most part approve of the rules as a whole is, I consider, pretty clear: even the Secretary to the Church Missionary Society, who was the chief opponent to them during the preliminary discussion, while complaining of the increased expenditure which he considers them to have brought about, remarks that he believes an impetus has been given, though it is yet too early to form a judgment of the result. It is obvious, too, that his society has not availed itself of the rules in the way in which other religious bodies have done.

6. I wish here to observe that, in my opinion, it would be a mistake to imagine that the only, or even the chief, object in this country is to establish more schools. The case seems to me different from that in England, where, even now, a considerable proportion of the masses is without the rudiments of education, while there are sound standards of instruction recognized throughout the country. In India there is a vast quantity of education of an extremely low and even injurious character, while, till lately, there were no good standards by which the people could measure the instruction conveyed in their schools. In these circumstances, I cannot but regard a system, according to which the acquirements of teachers are carefully tested, and their value more or less appropriately gauged, to be one highly deserving of a support, and peculiarly qualified for the initiation of real progress.

7. I must, however, confess that I think some additional action is called for in connection with elementary vernacular instruction, such as that conveyed in ordinary village schools. At present certificated teachers are not available for such institutions, except in certain cases; and it will be a long time before the advance of education will allow of their general introduction. Moreover, such schools are, in almost all cases, maintained, not by a body of managers, such as the existing rules contemplate, but by hereditary village teachers. It may be said that these institutions are provided for under Rule 4; but, though this may be true in the letter, it is scarcely so in the spirit. I consider the standards in Schedules A and B require revision, and that the grants should be made somewhat more liberal; at the same time I would confine the application of the capitation system to elementary vernacular schools. For such schools the system which is now in force generally throughout Coimbatore, to a considerable extent in North Arcot and Nellore, and partially in Madura, is the one which appears most suitable. On this subject I beg to refer to my letter No. 1675 of the 14th August last, a copy of which I append to this communication. Probably the rules under which aid is issued according to the "village school improvement system" might be modified slightly with advantage; but in any case, it seems to me that the aid issued should be of a limited amount, such as to induce the teachers to aim at qualifying for ordinary certificate grant. As I have pointed out in my letter upon village schools above referred to, a considerable increase of inspecting agency will be required, in order to deal with capitation grants even when restricted to village schools.

8. In noticing the increase of State aid given in 1865-66, I made the following remarks in my Report on Public Instruction for that year; and I re-produce them here, as bearing upon the subject of this letter:—

"Appended to this report is a complete statement of all the grants paid during 1865-66 in aid of the salaries of teachers employed in private schools. For 1864-65 the total amount of such grants was Rs. 89,802; for the past year it is Rs. 1,16,876, showing an increase of Rs. 27,074. Tracing the variations in the aggregate salary grants for the several educational divisions, it is seen that in the 1st division the expenditure for 1865-66 is Rs. 19,003 against Rs. 19,415 for 1864-65; in the 2nd division it is Rs. 5,686 against Rs. 5,166; in the 3rd division, Rs. 42,421 against Rs. 25,856; in the 4th division, Rs. 18,935 against Rs. 12,040; in the 5th division, Rs. 35,916 against Rs. 23,939; and in the sub-division, Rs. 4,913 against Rs. 3,383. Thus, in the 1st division there is a slight falling off; in the 2nd division, a slight increase; in the 3rd division, a large increase of Rs. 16,565, or upwards of 64 per cent.; in the 4th division, an increase of Rs. 6,895, or upwards of 57 per cent.; in the 5th division, an increase of Rs. 1,977 or over 9 per cent.; and in the sub-division, an increase of Rs. 1,530, or about 45 per cent. The grant-in-aid expenditure may be placed under the three heads of grants to Mission schools, grants to schools

under Hindu management, and grants to other schools. An analysis of the grants of the last two years furnishes the following results :—

	1864-65.	1865-66.	Increase.
	Rs.	Rs.	Rs.
Mission Schools	51,145	64,924	13,778
Schools under Hindu management	13,297	24,433	11,136
Other Schools	25,359	27,519	2,160"

9. I have not commented upon the Madras Education Act, as, hereafter, grants given under it will be issued according to the ordinary rules. At the same time, I think it right to remark, in passing, that its provisions seem to me well calculated for the support of schools in places where there are intelligent and fairly educated Natives to manage the institutions; but I believe that, for petty schools, and in localities where intelligent local commissioners are not procurable, its application will conduce to no good end.

10. Upon the whole, I am of opinion that the revised rules have worked fairly, though the spread of education to which they have led has not as yet been great; and I think that, after a modification has been made of the capitation system laid down in Rule 4 and Schedules A and B, they should be permitted to stand at least for some five or six years longer, till further experience serves to indicate the changes which should be made in them.

From E. B. POWELL, ESQ., *Director of Public Instruction, to the Acting Chief Secretary to the Govt. of Fort St. George,—(No.* 1711, *dated* 5*th September* 1867*).*

In order of Government No. 293 of the 13th October 1866, I was directed to revise Schedules A and B of the Grant-in-aid Rules, in communication with the educational inspectors and the managers of some of the principal private schools, and to furnish Government with a draft of the revised schedules which I would propose to substitute for those in force. It was pointed out that it would be well if the lower standards of the new schedules were so fixed as to be applicable to indigenous schools, which are at present aided under a separate system. I was further desired to express an opinion as to whether capitation grants should be made on account of pupils passing the Matriculation Examination of the University of Madras.

2. On receiving the order of Government, I obtained from the Director of Public Instruction, Bombay, a copy of the provisional revised rules for grants in his presidency. I then issued a circular to the Inspectors and Deputy Inspectors of schools, and to the representatives of the Church Missionary Gospel, and Wesleyan Societies, and the Free Church of Scotland's Mission, requesting the several gentlemen

to favor me with their opinions as to the modifications which should be made in the schedules, and calling their attention particularly to the points noticed by Government. Along with my circular I transmitted, in each instance, a copy of the Bombay revised rules. I now have the honor to submit draft revised Schedules A and B; at the same time I forward the communications which I received from the gentlemen to whom I applied for their opinions, and also a copy of the revised Grant-in-aid Rules for Bombay.

3. On perusal of the communications to which I have referred, it will be seen that, except in the case of elementary schools, the general voice is decidedly in favor of salary grants, rather than of grants on the "payment-for-results" system. This is in accordance with the conclusion arrived at in 1864, after a most careful and thorough discussion of the subject, the particulars of which are given in "Selections from the Records of the Madras Government, No. LXXXII." In 1864, the chief opposition to the salary grant system proceeded from the Secretary to the Madras Committee of the Church Missionary Society. The objections, however, taken by this gentleman, the Reverend Mr. Gray, had no doubt relation mainly to elementary schools. Thus, the present Secretary, the Reverend Mr. Royston, who may be taken to represent the views of his society in the same way as Mr. Gray, writes as follows in paragraph 4 of his letter of the 30th January last:—

"I beg to submit that, while highly suitable to the higher classes of schools, and, perhaps, to most of those which have been opened for any length of time, the existing system does not seem to meet the case of elementary rural schools of recent formation, or of such as are specially designed for the benefit of the most ignorant, or for the female population."

4. I think it unnecessary to quote here passages from other communications in support of the propriety of restricting the application of the "payment-for-results" system to elementary education; but I would invite the attention of Government to the remarks made by Mr. Bowers, Inspector of Schools, in the 1st Educational Division, in paragraph 5 of his letter of the 21st January 1867, as I consider they express accurately, though briefly, the true state of the case in regard to the relative merits of the two systems of grants-in-aid. It is clear that if the "payment-for-results" system were to be applied to all grades of education from the lowest to the highest, in which case there would be no ground for stopping at the matriculation standard, and if all the important branches of instruction were to be taken into account, the complexity of the arrangements required would be excessive, and the labor devolving upon the inspectors would be so enormously increased as to render necessary a large addition to our inspecting agency. The Bombay standards, though they ignore all branches of study, save language and mathematics, are sufficiently numerous to throw very considerable work upon the Inspectors of Schools; while their incapability of meeting the wants of elementary education, in the Madras presidency at least, is testified to in the strongest language by the Reverend R. Caldwell, LL. D., who, while he may fairly be

assumed to express the views of his own (the Gospel) Society's Missionaries, is expressly put forward in Mr. Royston's letter, paragraph 7, as the exponent of the views entertained by the clerical agents of the Church Missionary Society. Dr. Caldwell writes as follows in paragraph 5 of his letter to the Reverend Mr. Symonds, dated Edeyengoody, 10th July 1867 :—

"I beg to observe that the examination standards and scale of payments that have been provisionally adopted in Bombay, and which appear to have been proposed, with a few minor alterations, by the Director of Public Instruction in this presidency, appear to me to be wholly unsuitable to the circumstances of primary vernacular schools in this part of India. I do not for a moment suppose that they were framed with the intention of precluding grants of public money from being made for the promotion of vernacular education in the rural districts; but if that had been the object in view, they could not have been better adapted to secure such a result. They are simply prohibitive."*

* Dr. Caldwell is under a mistake in supposing that I proposed them.
(Sd.) E. B. P.

5. In the circumstances above detailed, it seemed to me that the most appropriate plan would be to restrict the "payment-for results" system to elementary schools, making the arrangements, as far as possible, applicable to both Missionary institutions and the indigenous schools of the presidency, and to leave schools of a higher stamp to receive aid under the rules for salary grants. This course I have accordingly taken; and the scheme now placed before Government will, I trust, be found fairly suited to attain the objects in view. No doubt, in the working of the plan, defects will be made manifest; but these can be remedied from time to time, as experience suggests. And, though I am far from anticipating such a result, should the trial on a small scale of the system of "payment-for-results" afford reasons for the extended application of the system, it will always be possible to make such application. I may observe that, according to the arrangements I propose, there may be some difficulty in dealing with schools, the standard of which rises only a little above the highest of the standards laid down. One way of meeting the difficulty would be to allow, as suggested by Mr. Fowler, the upper portion of a school to receive aid by means of salary grants, and the lower upon the "payment-for-results" system. I am of opinion, however, that the mixture of the two systems in aiding an individual school would be productive of much confusion, if not of even greater evil, and I feel unable to recommend the measure.

6. It will be observed that I propose to do away with the invidious distinctions as to race and locality which attach to the schedules now in force. As will be seen by a perusal of the communications submitted with this letter, the general feeling is strongly against such distinctions; and, for my own part, I know not any valid ground on which they can be defended. To meet the case of Anglo-Vernacular schools, a separate head for English is assigned to the two higher standards. The phraseology adopted is for Native children; for European and Eurasian

children, the vernacular would be English, and the extra language would be a vernacular.

7. It cannot be denied that the existing rules have afforded little or no stimulus to female education. Looking at the circumstances of the country, it may be doubted if even more liberal regulations will be productive of a *rapid* improvement in this direction; but, undoubtedly, more encouragement should be given by Government than has hitherto been held out. Accordingly, I propose that the grants in Schedule B be increased 50 per cent. in the case of girls, and that the latter should also receive grants for needle work.

8. The Reverend Mr. Royston suggests that the managers of schools should be allowed "the right to claim inspection by an officer of the same religion with themselves;" and remarks that the privilege is granted to the different denominations of Christians in England. While I allow that it would be well in practice, wherever possible, to throw the work of inspecting Christian schools upon Christian officers of the department, I consider it quite impossible to adopt the suggestion as a theoretical principle in this country. Indeed, it is manifest that, if the principle were to be carried out in its entirety, neither could Christian Inspectors be forced upon Hindu or Mussulman schools, nor Protestant Inspectors upon Roman Catholic institutions. I recommend that Government Inspecting officers, without reference to their individual creeds, be held competent to examine all schools, leaving it to the Director of Public Instruction to endeavor to suit the inspectors to the inspected as far as circumstances will permit.

9. Having explained my views regarding the propriety of restricting the "payment-for-results" system to elementary education, it is scarcely necessary for me to say that I do not recommend any grants for matriculated students.

10. Another point on which I was desired to express an opinion is whether capitation grants should be awarded. As a general rule, I consider such grants to be highly inexpedient, and I believe the introduction of them might, and in very many cases would, lead to great abuses. Still, in respect to girls' schools, for the encouragement of which, in the present backward state of female education, exceptional measures may perhaps be had recourse to with propriety, I am inclined to think that capitation grants may be permitted *as a temporary measure.* I have accordingly provided for the issue of such grants.

11. In Dr. Caldwell's letter to the Reverend Mr. Symonds, to which I have already alluded, the concluded paragraph runs thus :—

"The scale of payments I have suggested represents only the payment to be made by Government, answering to the grants-in-aid paid under the present system. These payments would have to be supplemented as at present, by payments made by the managers; but I regard it as an essential element of the system of 'payment by results' that Government should content itself with getting its money's worth

of results from the money it grants, and leave it to the managers of schools to supplement its payments in whatever manner, and to whatever amount, they think fit."

The view here put forward, as I understand it, is that Government should not inquire as to the extent to which the expenditure of a school is met by means of public money. In fact, the principle advocated by Dr. Caldwell, applied in an extreme case, which would require the State to rest satisfied with bearing the whole expenditure of a school. I cannot for a moment imagine that Government would agree to the principle; but the very proposal of its acceptance indicates one of the dangers connected with the "payment-for-results" system, *viz.*, the risk of the grant claimable being altogether in excess of the proportion of aid contemplated by the State. To prevent such excessive assistance, I propose that a superior limit should be fixed for the total grants payable under the arrangements now suggested, and that this limit should be a moiety of the cost of the teachers in boys' schools, and of the teachers and school servants in girls' schools, the teachers not including mere superintendents who take either no part, or an insignificant one, in secular class work.

12. As grants cannot be paid except after inspection, and as, generally, schools cannot be examined more than once a year by the Inspectors of Divisions if payments are to be made half-yearly, as I think is very desirable in the case of indigenous schools, some of the inspections must necessarily be made by deputy inspectors. In case of examinations and grants being half-yearly, the examination at the end of the first half-year might, I think, be made somewhat easier than that at the end of the second half; the grants issued would, of course, be half the sums laid down as annual payments.

13. Attached to the revised schedules are certain regulations which appear to me indispensable, and which are, in some cases, in general harmony with the views of the gentlemen whom I consulted in connection with the present matter.

14. In conclusion I have to express my regret for the delay which has occurred in submitting the present letter. This delay is due partly to the pressure of other work, and partly to the difficulty I felt in dealing with the subject.

SCHEDULE A.

Standards of Examination.

1st (Lowest) Standard.

1. *Vernacular Reading.*—As in the 1st Part of the 1st Book of Lessons in Tamil. The meanings of words to be given.
2. *Writing* in large hand short words out of the Reading Book.
3. *Arithmetic.*—Notation to thousands, easy Addition, and the Multiplication Table to five times five. English figures to be used in all cases.

2nd Standard.

1. *Vernacular Reading.*—As in the 2nd Part of the 1st Book of Lessons in Tamil and the first twenty-five lessons of the 2nd Book. Explanation to be given.

2. *Writing* from dictation short sentences out of the Reading Book.

3. *Arithmetic.*—Subtraction, Multiplication, and Division. The Multiplication Table to twelve times twelve.

3rd Standard.

1. *Vernacular Reading.*—As in the 2nd Book of Lessons in Tamil generally, with explanation.

2. *Writing* from dictation in small hand out of the Reading Book.

3. *Arithmetic.*—Compound Rules and Reduction, with the ordinary Weight, Measure, and Money Tables.

4. *Grammar.*—Etymology, as in Pope's 1st Catechism of Tamil Grammar. Questions to be put in reference to the Reading Book.

5. *Geography* of the District in which the school is situated.

6. *English Reading.*—As in the 1st Book of Reading of the Madras School Book Society, with explanation in Vernacular.

7. *Writing* in large hand easy words from the English Reading Book.

4th Standard.

1. *Vernacular Reading.*—As in the 3rd Book of Lessons in Tamil, with explanation and paraphrase. The quantity to be brought up for examination to be equivalent to about half of the 3rd Book.

2. *Writing* from dictation out of the Reading Book.

3. *Arithmetic.*—Moderately easy practical questions in Vulgar Fractions and Simple Proportion.

4. *Grammar* generally, as in Pope's 1st Catechism of Tamil Grammar, with application to the Reading Book.

5. *Geography* of the Madras presidency, with a general outline of the geography of Hindoostan. The knowledge required of the Madras presidency to be such as may be obtained from the study of the "short account of the Madras presidency" in connection with a map.

6. *English Reading.*—As in the 2nd Book of Reading of the Madras School Book Society, with translation of easy passages into Vernacular.

7. *Writing* from dictation out of English Reading Book.

8. *English Grammar.*—Etymology and the Syntax of simple sentences. Application to be made to the Reading Book.

SCHEDULE B.

Grants to pupils passed under the several standards.

	Vernacular.						English or Extra Language.			
	1	2	3	4	5		6	7	8	
	Reading.	Writing.	Arithmetic.	Grammar.	Geography.	Total Rupees.	Reading.	Writing.	Grammar.	Total Rupees.
1st Standard	1	½	1	...	...	2½	...	...	...	...
2nd Ditto	1½	1	1½	...	...	4	...	...	...	...
3rd Ditto	2	1	2	1	½	6½	2	1	...	3
4th Ditto	3	1	3	1½	1½	10	3	1½	1½	6

(*a*). For English and Eurasian children, the English language may be taken as the vernacular; and, in the place of English as an extra language, one of the vernaculars of the presidency—Tamil, Telugu, Canarese, Malayalum, and Hindoostanee—may be brought up.

(*b*). In the case of girls' schools the grants will be 50 per cent. higher; and, in addition, a grant of Rs. 2 will be given for tolerably fair plain needlework, and one of Rs. 4 for decidedly good work of the same description. A capitation grant of 1 Rupee a head will also be allowed, *as a temporary measure,* upon the average daily *attendance* during the year.

Special Regulations in connection with the system of "payment-for-results."

Only one examination within an official year will be claimable by a school; but, to meet the case of indigenous schools, half-yearly examinations will, when practicable, be given to such schools, and half the prescribed annual grants will be issued upon the results of each examination.

2. To be eligible for examination, a pupil must have attended six months at the school in which he is reading; and, to count a month's attendance, a pupil must have attended at least 15 days in that month.

3. A pupil is not to be presented for examination under any standard who has already passed for that standard at another school.

4. Where the inspection of a school is made annually, a pupil will not be allowed to pass more than once under any standard, save the fourth or highest. For the fourth, a pupil will be permitted to pass twice at the same school.

5. Where the inspection of a school is made half-yearly, a pupil may pass twice for each of the 1st, 2nd, and 3rd standards, and four times for the 4th standard.

6. In the case of half-yearly examinations, the first may be made somewhat less severe than the second.

7. An application, in the annexed Form (C), must be made to the Inspector of the Division by the managers of a school seeking aid under the system of payment-for-results, and at the same time a copy of the application must be forwarded by them to the Office of the Director of Public Instruction. An application for inspection

under this system must reach the inspector at least three months before; in the course of his ordinary tour, he will visit the district in which the school is situated. If this condition is not fulfilled, the inspector will be at liberty, should his arrangements render it decidedly inconvenient for him to visit the school, to let the application stand over till the following year's tour. In this case, the inspector is to send a memorandum of the course pursued by him to the managers of the school, and a copy of the same to the Office of the Director of Public Instruction.

8. If the inspecting officer, on his visit, considers the arrangements of a school to be very defective, as regards general management, accommodation, school-furniture, the keeping of registers and accounts, &c., he may decline to examine the pupils. In such circumstances, the inspector will give a memorandum to the managers, explaining his reasons for declining to examine the children, and he will send a copy of the memorandum to the Office of the Director of Public Instruction.

9. When the preliminary conditions are fulfilled, the inspector will examine the children presented to him according to the standards specified by the managers of the school. After examination he will furnish the managers with a memorandum showing the pupils examined and passed under each standard, and the grant claimable in consequence. This memorandum is to be submitted to the Director of Public Instruction by the managers, with an application, requesting that the sum stated by the inspector to be claimable may be paid to them. Annexed to the application must be a certificate, declaring that the sum claimed is not in excess of that allowable under Rule 12. On receiving the application, certificate, and memorandum, the Director of Public Instruction will take immediate steps to pay the money.

10. Schools receiving aid under the salary grant system cannot claim assistance under the "payment-for-results" system, and *vice versâ.*

11. All schools receiving aid under the system of "payment-for-results" will, similarly to schools under the salary grant system, have to furnish such returns and statements as may be called for by Government.

12. To pass at an annual examination for any head belonging to a standard, a pupil must secure one-half of the marks assigned by the inspector to that head. The inspector is at liberty, however, to allow a *small* deficiency under one head to be compensated for by superior proficiency under another.

13. The total annual amount payable under these regulations is not to exceed, in the case of boys' schools, half the annual charge for the salaries of teachers, and in the case of schools for girls, half the annual charge for teachers and school servants. Where the school is a speculation of the head master, the sum reckoned as his annual salary will be estimated according to the salary paid to the head of a Government school of about the same character, making an allowance of 25 per cent. in favor of the head of the private school.

FORM C.

1	2	3	4	5	6	7	8	9
Locality.	Description of School.	Responsible Managers.	Number of Masters.	Average number of pupils during the last three months.	Average monthly expenditure for the last three months.	Average monthly fee collection for the last three months.	Probable number of pupils that will be presented to the Inspector for examination under each standard.	REMARKS.

We, the responsible managers of the above school, promise to comply with all the provisions of the Grant-in-aid Rules, in case of our receiving a grant according to the system of payment-for-results.

(Signatures of Managers).

From the REVD. W. MILLER, *Secy. to the Finl. Board, Free Church of Scotland's Mission, to the Director of Public Instruction,—(Dated 22nd January 1867).*

I have the honor to reply to your memorandum No. 2452 of date 23rd November 1866, asking for my opinion as to modifications on Schedules A and B of the Grant-in-aid Rules.

I gladly give you my opinion on the matter; but it must be borne in mind that I have had no experience qualifying me to form an opinion of much value. None of our schools have ever drawn grants under these schedules, and my former opinion is now only confirmed, *viz.*, that the certificate system is in every way to be preferred to that of payment by results; and that the latter system, if continued at all, should be allowed only in the case of the most elementary schools. I should therefore prefer to see the two higher standards struck out altogether, and the lowest standard only retained, with the modifications as to arithmetic that have recently been introduced, and with a somewhat larger grant on account of the pupils that pass it.

It appears, however, that such a change as this is not contemplated; but that Government desires that a system, the same in its main features as that represented in Schedules A and B, should have a fair trial side by side with the certificate plan. This being understood, I think that some alterations in the standards and grants are necessary, in order to adapt the system to the existing condition of education, and so to secure for it a fair trial.

I. As to Standards.—These, I think, should remain as at present (three); but I would make the intermediate one double and alternative, either purely Vernacular or Anglo-Vernacular; since boys, who are well enough educated to pass the first standard, do, as matter of fact, branch out into two great classes—those that continue their studies in Vernacular, and those that then commence English. This is, I believe, the fact, and it is well that it should be so.

The first or lowest standard should not, in my opinion, require dictation, but only fair writing of copies. I rather think also that, so long as a higher standard exists, the four simple rules of Arithmetic are quite enough to include in this one. At the same time I have not had such experience of purely Vernacular schools as to make me very confident in offering this suggestion.

The second or middle standard is, I think, satisfactory as regards reading. In writing, what is now demanded in the lowest standard would suffice; and if the arithmetic of the lowest standard were reduced, as I have suggested, a corresponding change would, of course, follow here.

I think that another second standard should be introduced for Anglo-Vernacular, collateral with the present one for Vernacular schools, and entitling to the same grant, for which head masters might, if they so pleased, present their pupils for examination, instead of for the Vernacular second standard. This alternative second standard should, in reading and writing English, be identical with that for European and Eurasian schools. It should include translation of words and simple sentences into the Vernacular, and its arithmetic should be the same as in the Vernacular middle standard.

The third standard should, in my opinion, remain as at present, only that to demand arithmetic *complete* seems to me still too much. The arithmetic required for the University Matriculation will be quite sufficient.

II. As to the Grants which should be given.—These are, in my opinion too small. I have no personal desire to see them increased, because I do not believe that it will be for the good of education that the payment-by-results system should be extensively adopted; but, unless they are increased, that system cannot, I believe, have a fair trial. I am convinced that at present the grants that can be drawn under the results system by any ordinary school are considerably less than the same school might draw by employing certificated teachers.

I shall illustrate this by an imaginary instance, my calculations in which are, I am tolerably sure, approximately correct.

Take a common Anglo-Vernacular school of 120 boys. It would probably be divided, or should be so, into six classes, taught by masters whose salaries, and the numbers of boys in the class of each, might be set down thus :—

Class.		Salary.	No. of Boys.
1	(Lowest)	Rs. 15 per mensem	... 25
2	... ...	„ 15 „	... 25
3	... ...	„ 20 „	... 20
4	... ...	„ 25 „	... 20
5	... ...	„ 25 „	... 18
6	(Taught by the Head Master) ...	„ 40 „	... 12
	TOTAL ...	140	120

Now, if all these were certificated masters (and I am purposely taking the maximum grant attainable under each system), Rs. 70 per mensem might be drawn by the managers in aid of the expenses of the school, or, in other words, Rs. 840 per annum.

Now, suppose the 1st and 2nd classes were to be presented for examination under the first standard, *i. e.*, 50 boys, deducting all who were mere beginners and those that would be found unqualified, 30 would probably pass. On their account, therefore, the grant drawn on the present scale would be Rs. 60.

The 3rd and 4th classes, or 40 boys, might be presented for the middle standard, of whom, perhaps, 30 might pass, making the grant on their account Rs. 150

The 5th and 6th classes, or 30 boys, might be presented for the highest standard; and supposing that of these 22 passed, the grant on their account would be Rs. 220.

Thus altogether the grant for the year to the supposed school would amount only to Rs. 60 + 150 + 220 = 430, or Rs. 410 less than might be drawn by the same school under the certificate plan. I am sure that of the supposed 120 boys a greater proportion than I have indicated would not pass the necessary examinations, and, in most cases, the proportion passing would be much less. If these figures be correct (and I have put them together after careful examination into the returns of our own schools and of some of the pertinent statistics in your last report), then it follows that the grants of the present schedules must be greatly raised if the payment-by-result system is to have anything of a fair chance.

I would suggest the following scale :—

	Rs.
For the 1st Standard	5
" 2nd "	10
" 3rd "	15

Applying this scale to the proposed school, we should find the grant to be Rs. 780, *viz.* :—

	Rs.
1st Standard, 30 boys, equivalent to	150
2nd " 30 " "	300
3rd " 22 " "	330
TOTAL ...	780

This would correspond pretty nearly to the maximum of Rs. 840 that might be drawn under the certificate system.

III. As regards the minimum time for which a boy should have attended a particular School to allow of a grant being drawn on his account.—This, I think, should be fixed at four months, certainly not more than six. It would be very desirable that it should be fixed higher; but in the present state of education, I do not think it would be possible to do so with any fairness to the schools that might be under the operation of this system. In the course of time the period might be lengthened.

You will observe that I have confined my remarks entirely to Native schools. On the standards and grants applicable to European and Eurasian schools, I have not experience to qualify me for making any remark. In conclusion I beg to repeat that, while I think some such changes as I have indicated are required, in order that the *result* system may be fairly tried, I have no wish, whatever, that it should be permanently adopted. I should consider its being so great a blow to the true interests of education, and as tending to prolong and perpetuate some of our greatest difficulties at present. I believe that even the *permission* to come under its operations, except in the case of the most elementary schools, will operate injuriously.

P. S.—I would further suggest the propriety of your considering whether, over and above the grants for passing the different standards,

it might not be well to make an additional grant on account of boys who might succeed in passing any of the University examinations.

From the Revd. A. R. Symonds, *Secy. to the Madras Diocesan Committee of the Society for the Propagation of the Gospel in Foreign Parts, to the Director of Public Instruction,—(No.* 167, *dated* 28*th January* 1867).

With reference to your memorandum, dated 23rd November 1866, I have the honor to forward to you the communications which I have received from the Reverend Doctor Caldwell, and from Messrs. Marsh, Margorchis, French, Hubbard, and Kearns.

Although I am myself well satisfied with the working and results of the present rules in regard to the schools generally, still I admit there is much force in Doctor Caldwell's observations, and I am disposed, therefore, to recommend the modifications which he submits in relation to *elementary education in the rural districts.* With this exception I should be sorry to see the rules now in force altered, and most certainly should strongly deprecate the substitution of the Bombay revised rules in their place. The introduction of the Bombay rules would, in my opinion, be the bringing in of a complicated system instead of one that now works very smoothly and efficiently.

From the Revd. R. Caldwell, ll. d., *to the Secy. to the Madras Diocesan Committee of the Society for the Propagation of the Gospel in Foreign Parts,—(Dated* 10*th January* 1867).

I have the pleasure of acknowledging the receipt of your letter of the 7th ultimo, together with the papers communicated by the Director of Public Instruction, and have given my best attention to the points about which you state that the Director wishes to obtain the opinion of persons engaged in education. My remarks will be confined to Vernacular education, as I do not notice anything in the proposed Anglo-Vernacular standards or scale of payments which appears to me to require alteration.

2. I beg to state that I have long been favorable to the system of payment by results, and have ascertained, by acting on the system for several years in several schools in my own district, that the system is a practicable one, and that, provided the examination tests and the scale of payments are fair and reasonable, the results will be found to be more satisfactory, even in primary Vernacular schools, than those of the ordinary system of payment by fixed salaries.

3. The people in the rural districts are not generally disinclined to education in the abstract; but the education they desire for their children is a very superficial one, and, such as it is, it is rarely attained by the majority of the pupils in village schools, in consequence of the irregularity of the attendance, which is the most marked defect in those schools, and which is chiefly owing to the notion entertained by the parents that the attendance of their children at school must always give way to the greater importance of their rendering them help in sowing,

reaping, and other agricultural operations. In consequence of the irregularity of their attendance, the children make but little progress from year to year, and, in very many cases, leave school before they have completely mastered even the mechanical art of reading, and with scarcely a tincture of mental training or enlightenment.

4. The system of payment by results meets this evil by making the master's income depend on the energy and success with which he labors to secure regularity of attendance, by mulcting him for the irregularity of his pupils, and giving him a bonus on their regularity, and thus compelling him to use all the influence he possesses, or can acquire, with the parents, to induce them to send their children regularly to school, besides necessitating in the actual work of the school greater thoroughness in teaching, in order to ensure his pupils passing the prescribed tests.

5. I beg to observe that the examination standards and scale of payments that have been provisionally adopted in Bombay, and which appear to have been proposed with a few minor alterations by the Director of Public Instruction in this presidency, appear to me to be wholly unsuitable to the circumstances of primary Vernacular schools in this part of India. I do not for a moment suppose that they were framed with the intention of precluding grants of public money from being made for the promotion of Vernacular education in the rural districts; but if that had been the object in view, they could not have been better adapted to secure such a result. They are simply prohibitive. As, however, the Director of Public Instruction suggests that in "re-casting the schedules, it may be well that the lower standards should be so fixed as to be applicable to indigenous schools, which are now aided under a separate system," I conclude that it rests with those who are actually engaged in indigenous education, and who are practically acquainted with the calibre of the pupils in Vernacular village schools to suggest such a plan as shall render it practicable for the managers of such schools to obtain for them the aid of Government grants on the system of payment by results.

6. In drawing out the schedule of standards and payments, which I have the honor of submitting herewith, I beg to explain that I take it for granted that it is not the desire of the Government in introducing this system to reduce the amount of their grants to indigenous schools; that it is not their opinion that 7 or 8 Rupees per mensem—half from Government and half from the managers of the schools—which is the average amount of the salaries at present received by masters of primary village schools in this district of Tinnevelly, is excessive, and that their object in desiring to introduce this new system is simply to secure greater thoroughness in teaching and in the pupils' acquirements, and a more certain and tangible return for the money they expend.

7. The standards I suggest are adapted to the known capacity of Tamil children in the rural districts, and both standards and payments are founded on a system which has been tried under my own supervision and ascertained to be practicable.

The average village school I have in view, taught by a master of average efficiency, is attended by 30 pupils, not more than 20 of whom can be expected to pass all the prescribed tests, and of whom 5 at least must be expected to fail altogether.

8. The first four standards alone apply to the great majority of primary schools. The fifth is applicable to a few of the large village schools, to boarding schools, whether for boys or girls, in which the Vernacular alone is taught, and to vernacular schools in the towns.

9. The ordinary age at which a Native child begins to attend school, and thus to come under the operation of this system, may be set down at six. Each standard represents a year's work. The number of subjects corresponds to the number of years the pupil has been in school, whilst each of the standards in succession represents what may fairly be expected of a child beginning to attend school when six years old, and leaving school or going to an Anglo-Vernacular school at eleven.

10. I am of opinion that no scholar should be admitted to examination who has been less than six months in the school examined.

11. The scale of payments I have suggested represents only the payment to be made by Government, answering to the grants-in-aid paid under the present system. These payments would have to be supplemented, as at present, by payments made by the managers; but I regard it is an essential element of the system of payment by results that Government should content itself with getting its money's worth of results from the money it grants, and leave it to the managers of schools to supplement its payments in whatever manner, and to whatever amount, they think fit.

SCHEDULE A.

Standards of Examination.

1st Standard.

Writing on the sand to dictation words of two pure syllables, that is, syllables containing one consonant and one vowel each.

2nd Standard.

1st Head.—*Arithmetic.*—Multiplication Tables, and Simple Addition in English ciphers.

2nd Head—

(*a*).—*Writing* to dictation, short simple sentences on the sand.

(*b*).—*Reading.*—1st Book of Lessons, 1st Part.

3rd Standard.

1st Head.—*Arithmetic.*—Four simple Rules.

2nd Head.—*Writing* large hand on the palmyra leaf from book read in class.

3rd Head.—*Reading* and explanation of 2nd Part of 1st Book of Lessons, and first 15 lessons in 2nd Book of Lessons, or the whole of 2nd Book of Christian Vernacular Education Society.

4th Standard.

1st Head.—*Arithmetic.*—Four Compound Rules and Money Tables.

2nd Head.—*Writing* a fair small hand on the palmyra leaf from book read in class.

3rd Head.—*Reading* and explanation of Second Book of Lessons—the whole.

4th Head.—*Vernacular Grammar.*—Pope's 2nd Catechism of Grammar, up to Nouns.

5th Standard.

1st Head.—*Arithmetic* up to Rule of Three.

2nd Head.—*Writing* to dictation on paper.

3rd Head.—*Reading.*—3rd Book of Lessons, or Christian Vernacular Education Society's Third Book.

4th Head.—*Vernacular Grammar*—Pope's 2nd Catechism of Grammar—the whole.

5th Head.—*Tamil.*—Minor Poets, with explanation.

SCHEDULE B.

Grants to Pupils passed under the several Standards.

	First Head.	Second Head.	Third Head.	Fourth Head.	Fifth Head.	TOTAL.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
1st Standard.	......	......	......	......	......	1 8 0
2nd Ditto.	1 4 0	1 4 0	......	......	......	2 8 0
3rd Ditto.	1 3 0	1 3 0	1 2 0	......	......	3 8 0
4th Ditto.	1 2 0	1 2 0	1 2 0	1 2 0	......	4 8 0
5th Ditto.	1 0 0	1 0 0	1 0 0	1 0 0	1 0 0	5 0 0

With capitation allowance of 8 annas on the average attendance of pupils during the year in schools under recognized managers.

From MR. J. MARSH, *to the Secretary to the Madras Diocesan Committee of Society for the Propagation of the Gospel in Foreign Parts.*

I have the honor to submit my opinion on the points mentioned by the Director of Public Instruction, in his memorandum No. 2452, dated 23rd November 1866.

2. I think there should not be less than five standards, so that—

(*a*).—Uniformity may prevail amongst the schools of the presidency; and

(*b*).—The difficulty inseparable from classification may be reduced to a minimum.

The former could be secured by making the standards five in number, the subjects of examination to correspond with the subjects taught in the 5th, 4th, 3rd, 2nd, and 1st classes of Government schools. If the standards were three in number, boys widely different in attainments would have to be grouped together for examination, and the consequence would be, that the grants claimable on results would either be disadvantageous to the school, or larger than deserved, and this too without any diminution of the inspector's work.

3. In my opinion, one year should be fixed upon as the minimum time for which a boy should have attended a particular school to allow of a grant being issued on his account. If a longer period were fixed upon, grants could only be drawn for a very small portion of the boys in a school, for I find that out of 400 boys in my own school, only about 200 have been two years and over in the school, and out of 115 boys in the Vellum School, I find there are only 40 who have been two years in school. If one year were fixed upon as the limit, I think the grants might be given according to the following scale:—

Standard.	English.	Mathematics.	Tamil.	Total.
	Rs.	Rs. A.	Rs. A.	Rs.
1st ...	2	1 8	1 8	5
2nd ...	3	2 4	2 4	7½
3rd ...	4	3 0	3 0	10
4th ...	7	5 4	5 4	17½
5th ...	10	7 8	7 8	25

4. You will perceive that the above scale is the Bombay one slightly modified. I find that my own school, according to the Bombay scale, would be entitled to somewhat more than it receives now at the half salary grant rate. I have also applied the same scale to other schools, and as, under it, they would be entitled to more than they could receive under salary grants, I have modified it, so as to equalize the sums claimable under the two modes. I should state that, in applying these scales, I have taken for granted one year as the minimum time, and have substituted—

English, 1st Book; Vernacular, 2nd Book } In Standard I.
English, 2nd Book; Vernacular, 3rd Book } In Standard II.
Arithmetic to Fractions (Vulgar and Decimal); English, 3rd Book } In Standard III.

for those in the Bombay Schedule A.

From MR. J. T. MARGORCHIS, *to the Secy. to the Madras Diocesan Committee of the Society for the Propagation for the Gospel in Foreign Parts,—(Dated 12th January 1867).*

I have the honor to acknowledge the receipt of your Circular No 94, bearing date 7th December 1866, and requesting my opinion on the points mentioned in the director's memorandum.

2. With regard to the number of standards below matriculation, I think there should be at least *five*, for, if there be less, the groups will consist of boys so widely different in attainments, that it will be hardly possible to examine them fairly.

3. With regard to the amount of grants which should be given. This depends on the settlement of the third point, *viz.*, the minimum time after which a grant will be made to a scholar. If it be two years, then the Bombay system appears a fair one: but if it be a shorter time, then the grants should be proportionably diminished.

4. The minimum time for which a boy must have attended school to procure a grant should, I think, be one year.

From MR. R. J. FRENCH, *to the Secy. to the Madras Diocesan Committee of the Society for the Propagation of the Gospel in Foreign Parts,—(Dated* 10*th January* 1867*).*

With reference to your circular, asking for my opinion as to the modifications which should be made in Schedules A and B of the Grant-in-aid Rules now in force, comparing them with those of the Bombay presidency, I have the honor to remark—

(*a*). The Bombay scale of six standards for European and Eurasian schools, I think, is too elaborate for schools of this presidency. It may answer in Bombay with its large European population. I consider *four* graduated standards enough for European and Eurasian schools; and if we are to keep in mind the indigenous schools of the country, then I think the present *three* standards for native schools enough.

(*b*). The present grants for European and Eurasian schools should, I think, be raised. Those for native schools are very fair, and, compared with those of Bombay, liberal.

(*c*). The minimum time—one month—seems fair enough.

(*d*). Even taking into account the short time that European children attend school, I think the standard for European schools very low beside that of native schools, and might be raised with advantage.

From the REVD. C. HUBBARD, *to the Secy. to the Madras Diocesan Committee of the Society for the Propagation of the Gospel in Foreign Parts,—(Dated* 16*th January* 1867).

I wish it were in my power to express any opinion worth having on the modifications proposed to be made in the Government educational rules, in reference to which you have favored me with copies of the papers circulated by the Director of Public Instruction in the Madras presidency; but my experience of the working of the Government system is not sufficient to warrant my attempting to pronounce an opinion

on the subject, especially with regard to grants. It strikes me, however, that in the case of "Anglo-Vernacular Schools" the number of standards is too many, and might, perhaps, be reduced to four, or at the most five, with a corresponding increase of "grant," and that the allowance under the head of "Vernacular Schools" is insufficient for the attainments required.

2. I should say that no grant should be made to a boy who has not attended a particular school for 18 months at least.

From the REVD. J. F. KEARNS, *to the Secy. to the Madras Diocesan Committee of the Society for the Propagation of the Gospel in Foreign Parts,—(Dated* 5*th January* 1867).

In reply to your letter accompanying the official memorandum of the Director of Public Instruction, bearing date the 25th November 1866, I have the following observations to make, *viz*:—

After a careful consideration of the Schedules A and B, I am unable to discover what principle guided the director when constructing the several standards; consequently, the standards, as well as the grants, appear to me to be very disproportionate indeed. For instance, the lowest standard for English schools *corresponds* with the standard of the 2nd Junior Class in OUR *Vernacular Schools*, whereas the lowest standard for the Vernacular Schools is *higher* than that prescribed for the second standard *English*. The Anglo-Vernacular Schools are placed at a still greater disadvantage, and, to my mind, the proposed standard will have the effect of reducing Anglo-Vernacular to simple Vernacular schools. On a reference to the schedule, you will perceive that a more extensive acquaintance with English is required of, for instance, a Native in our Anglo-Vernacular School at Tuticorin, than is required of the European or Eurasian student*. English, according to the schedule, receives too much attention in Anglo-Vernacular schools, and too little in European and Eurasian schools. The same may be said of Mathematics. In English and Eurasian schools, arithmetic, sufficient to satisfy a "mechanic's wife" is enough, whereas the Anglo-Vernacular student must be able to help a professional Accountant or a Civil Engineer. The standards should I think, be assimilated, and the grants also.

In conclusion, I have only to observe that I consider that a boy in attendance at school for the six months preceding the examination should be considered eligible.

From the REVD. P. S. ROYSTON, *Secy. to the Madras Corresponding Committee of the Church Missionary Society, to the Director of Public Instruction,—(Dated* 30*th January*, 1867).

I have the honor to submit the following remarks in connection with your memorandum No. 2452, of November 1866, on the subject of modifications which may be advantageously made in Schedules A and B of the Madras Grant-in-aid Rules now in force on the system of results.

* Vide Schedule A, Standard III, English, &c., and Standard III, Anglo-Vernacular.

2. I have referred the subject to the most experienced agents of the Church Missionary Society in this presidency, and express (I believe) their general feeling in what I subjoin. In the majority of instances, however, their remarks have been confined to the question of vernacular schools.

3. And in this connection I would at once observe that societies, such as the Church Missionary Society, make it their endeavor, upon principle, to reach, not only the upper and middle strata of native society, but also the very lowest and most neglected. The Church Missionary Society has always kept this point before it in educational work, and in connection with this "result system," has a special regard to such instances.

4. I beg to submit that, while highly suitable to the higher classes of schools, and, perhaps, to most of those which have been opened for any length of time, the existing system does not seem to meet the case of elementary rural schools of recent formation, or of such as are specially designed for the benefit of the most ignorant, or for the female population.

5. With a prospective design, therefore, of raising such schools to a standard capable of being adequately treated by the existing regulations, I venture to suggest that some such modifications as are entered below may be beneficially introduced into the educational scheme of Government. The necessity seems urgent in a presidency such as this, where the estimated proportion of the taught to the untaught is as 1 to 300—about three times less than in the Bombay presidency.

6. With more direct reference to the particular points of your memorandum, I would observe that, generally, the Bombay Revised Rules of February 21st, 1866, on the system of payment by results, seem, *mutatis mutandis*, satisfactory, with the addition, however of the concession to managers of the right to claim inspection by an officer of the same religion with themselves—in England one of the same denomination is appointed—and with the following modifications in the case of vernacular schools. I introduce the words of the Report of the Conference of the Tinnevelly Missionaries of the Church Missionary Society, which are also approved by those at Masulipatam :—

7. "We are of opinion," they say, "that the plan drawn up by Dr. Caldwell with the view of meeting the condition of schools in his neighbourhood, is what exactly falls in with what we would recommend in case any of our schools be offered for inspection on the result system."

Proposed standard of examinations for primary Vernacular Schools.—The object aimed at in this plan is to enable a diligent schoolmaster, in a school established in a small village, attended by a daily average of 20 children (one-fourth of whom must be expected to fail to pass the prescribed test, and another fourth to pass in some of the subjects only), to realize on the system of payment by results about the same salary, ranging from Rs. 6 per mensem to Rs. 8, that he now receives on the system of grants-in-aid—half from the managers, and half from Government.

The first four standards alone apply to the great majority of primary schools; the fifth is applicable to a few of the larger village and town schools, and to boarding schools, in which the vernacular alone is taught.

The standards are adopted to the known capacity of Tamil children in the rural districts, commencing to attend schools when about six years old; and both standards and payments are founded on the system actually pursued for several years in this district, and ascertained to be a practicable one.

No scholar should be admitted to the examination who has been less than six months in the school.

Each standard represents a year's work, and the number of subjects corresponds to the number of years the pupil has been in school.

1st Standard.

Writing on the sand (or black-board or slate, at the master's option) to dictation, words of two pure syllables, that is, syllables containing one consonant and one vowel each.

2nd Standard.

1st Head.—*Arithmetic.*—Multiplication Tables, and Simple Addition in English ciphers.

2nd Head.—

(*a.*) *Writing* to dictation short simple sentences on the sand (or black-board or slate).

(*b.*) *Reading.*—1st Book of Lessons, 1st Part.

3rd Standard.

1st Head.—*Arithmetic.*—Four Simple Rules.

2nd Head.—*Writing.*—Large hand on the Palmyra leaf (or paper) from book read in class.

3rd Head.—*Reading* and explanation of the 2nd Part of First Book of Lessons, and first 15 Lessons in Second Book of Lessons, or the whole of Second Book of Christian Vernacular Education Society.

4th Standard.

1st Head.—*Arithmetic.*—Four Compound Rules and Money Tables.

2nd Head.—*Writing* a fair small hand on the Palmyra leaf (or paper) from book read in class.

3rd Head.—*Reading* and explanation of Second Book of Lessons—the whole.

4th Head.—*Vernacular Grammar.*—Pope's 2nd Catechism of Grammar up to Nouns.

5th Standard.

1st Head.—*Arithmetic.*—Up to Rule of Three, not including Fractions.

2nd Head.—*Writing* to dictation on paper.

3rd Head.—*Reading.*—Third Book of Lessons, or Christian Vernacular Education Society's Third Book.

4th Head.—*Vernacular Grammar.*—Pope's 2nd Catechism of Grammar—the whole.

5th Head.—*Tamil.*—Minor Poets, with explanation.

MEMORANDA.

(i). In the case of girls' schools, the use of the needle to be duly taken into account; and

(ii). Corresponding Telugu Books to be substituted for the Tamil in the districts where the former language is spoken.

Proposed Scale of Government Grants for passed Pupils.

	First Head.	Second Head.	Third Head.	Fourth Head.	Fifth Head.	TOTAL.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
1st Standard	......	......	......	......	......	1 8 0
2nd Ditto	1 4 0	1 4 0	......	......	......	2 8 0
3rd Ditto	1 3 0	1 3 0	1 2 0	......	......	3 8 0
4th Ditto	1 2 0	1 2 0	1 2 0	1 2 0	......	4 8 0
5th Ditto	1 0 0	1 0 0	1 0 0	1 0 0	1 0 0	5 0 0

With capitation allowance of 8 annas on the average attendance of pupils during the year in schools under recognized managers.

8. The above extract appears to me to give the most approved recommendation on the three points to which you particularly request that attention should be directed in your memorandum under acknowledgment.

9. I beg, however, to observe, that the Reverend the Missionaries generally prefer to have the "system of result payments" introduced tentatively into such schools only as may be newly presented for Government aid, and hope, after due trial, to be in a position to judge of the relative merits of the respective systems.

10. In conclusion, I beg to draw your attention to the *first* report made by an Inspector of Government on the Society's Elementary Vernacular Schools, before they enjoyed the advantage of the present system and its periodical inspection. And I would observe that it is very especially with the object of sustaining and extending such efforts, as far as the Society's Elementary Schools are concerned, that the Committee are desirous of being allowed the option of asking aid according to results produced.

"xx. The superiority of these schools I attribute to the simple fact, that in them a book, one book only, is read, and read intelligently; the children are taught, more or less, to understand what they read, and thus the higher faculties of the mind are called into exercise. This book, I need hardly say, is the Bible, than which probably no other is

calculated to exercise these faculties; but I conceive, any good class book thus read, is likely to produce similar intellectual results, though in a less degree. I am not called upon to report on the amount of scriptural instruction which is now in course of being communicated through this district, nor to notice its probable results. I think it my duty, however, to point out the fact that, throughout the obscurest hamlets of at present an inferior race in a remote corner of the Peninsula, there is now going forward, through the medium of village schools, what I find nowhere else, a gradual development of the human mind, and a rapid diffusion of actual knowledge, and that not merely of the highest kind, bearing on the moral and spiritual interests of the people, but including much of a miscellaneous nature, bearing on their temporal interests likewise, which is of necessity incidentally conveyed."

* * * * *

"xxviii. I would only further observe on this subject that so great an extent of scriptural knowledge as I have above indicated, viewed simply in the light of knowledge communicated to a large body of children, can hardly fail to have the most powerful effect in elevating the condition of the race to which they belong, and I cannot avoid expressing my deliberate opinion, that this is the most successful effort for the improvement of indigenous education which has been yet made in India."—(*See Proceedings of Director of Public Instructian No.* 715, *August* 28*th*, 1856, *paragraphs* 20 *and* 28 *of Report of the Inspector*).

11. This testimony was confirmed by the next Government inspector also:—"In the course of his tour, the inspector examined many of the schools, and records his opinion in the same words, and on the same grounds as the late inspector, that this is the most successful improvement of indigenous education which has yet been made in India."—(*Report of Public Instruction for* 1857-58).

From T. Marden, Esq., *Inspector of Schools, 5th Division, to the Director of Public Instruction, Madras,*—(*No.* 10, *dated* 12*th January* 1867).

In accordance with memorandum No. 2452 of 23rd November 1866, I have the honor to submit revised Schedules A and B for grants on payment by results.

2. As I perceive that, both in the Madras and the Bombay rules, a considerable difference both in standard and payment is made in European and Eurasian schools as compared with Native schools, I presume there must be some good reason for the arrangement; but as I do not know what it is, and do not myself perceive the advisability of such a distinction, I recommend one set of schedules for all, with the proviso that in European and Eurasian schools, the pupils are to pass in books of corresponding difficulty in *English*, to those named in *Tamil*, until they reach the 4th grade, when they are to take up books of a second language. For female schools I recommend that the sums mentioned in Schedule B should be increased by one-half.

SCHEDULE A.

Standards of Examination.

1st Standard.

Reading (slowly) 1st Book of Lessons, 1st Part.

2nd Standard.

1st Head.—*Notation and Addition.*—Arabic Numerals.
2nd Head.—*Writing* words of two letters.

3rd Head.—*Reading* (tolerably easily) whole of 1st Book of Lessons, and giving meanings of words aud phrases in 1st Part.

3rd Standard.

1st Head.—*Four Simple Rules* (excluding Problems).

2nd Head.—*Writing* to dictation, (with 70 per cent. of the words right), any words selected from 1st Book of Lessons, 1st Part—Writing to be tolerably neat and letters well formed.

3rd Head.—*Reading* (fairly) 2nd Book of Lessons, and giving meanings of words and phrases in 1st Book of Lessons.

4th Standard.

1st Head.—*Arithmetic.*—Compound Rules, including Reduction. (Tables to be given by Examiner).

2nd Head.—*Vernacular.*—2nd Book of Lessons, Reading (fluently). Writing (fair) to dictation (percentage as before), and giving meanings of words and phrases. Easy Parsing (without quoting Rules).

3rd Head.—*English.*—Reading (fairly). Translation and re-translation Kumbakonum, 1st English Reading Book.

5th Standard.

1st Head.—*Arithmetic.*—Vulgar Fractions, Abstract Quantities.

2nd Head.—*Vernacular*—

(*a*). 3rd Book of Lessons. Reading. Writing (well) to dictation (percentage as before), and explaining.

(*b*). Pope's 1st Tamil Grammar, Etymology.

3rd Head.—*English.*—2nd Book of Lessons, (School Book Society). Reading (fairly). Writing (fairly) to dictation (percentage as before). Translation and retranslation. Easy Parsing (without quoting Rules).

6th Standard.

1st Head.—*Mathematics*—

(*a*). *Arithmetic.*—Vulgar and Decimal Fractions.

(*b*). *Geometry.*—1st Book of Euclid.

(*c*). *Algebra.*—To Division, inclusive.

2nd Head.—*Vernacular*—

(*a*). Minor Poets, 1st half.

(*b*). Pope's 1st Tamil Grammar, whole.

3rd Head.—*English*—

(*a*). Selections in English Poetry, Part I (first half). 3rd Book of Lessons (first half). Reading. Writing to dictation. Translation and retranslation as before.

(*b*). Sullivan's English Grammar, chief Rules.

Matriculation.

N. B.—In Arithmetic or other Mathematics, pupil in all cases to be able to give reasons for process employed—one-third of full marks for "Pass."

SCHEDULE B.

Grants to Pupils passed under the several Standards.

	1st Head.	2nd Head.	3rd Head.	TOTAL.
	Rs.	Rs.	Rs.	Rs.
1st Standard	...	...	...	1
2nd Ditto	1	$0\frac{1}{2}$	$0\frac{1}{2}$	2
3rd Ditto	2	1	1	4
4th Ditto	$2\frac{1}{2}$	$2\frac{1}{2}$	5	10
5th Ditto	4	4	9	17
6th Ditto	20	10	20	50
Matriculation	...	...	...	100

No pupil to be paid for unless he has been reading in the school for at least six months preceding the examination.

From H. BOWERS, ESQ., *Inspector of Schools,* 1*st Division, to the Director of Public Instruction,*—(*No.* 18, *dated* 1*st January* 1867).

Referring to your memorandum No. 2452, dated 23rd November, I have the honor to submit the following recommendations.

2. I have, in other communications, expressed my opinion that the schedules now about to be modified were not sufficiently liberal to afford much encouragement to primary education. The changes, therefore, that I would suggest, consist mainly in a lowering of the standards laid down in Schedule A of the present rules. A reduction has already been made in the arithmetical standard for native schools, but, though a change for the better, it does not appear to me to go far enough. The standard for native schools should, in my judgment, be made still easier, if the system of payment by results is to be the means of aiding and encouraging indigenous schools, or such schools as are maintained by charitable agencies, for giving elementary instruction to children of the lower castes.

3. The following, therefore, are the standards of examination which I would suggest :—

1st Standard.

1st Head.—*Reading.*—Words of one syllable.

2nd Head.—*Multiplication Table.*—As far as 12 times 12, and mental addition of units.

2nd Standard.

1st Head.—*Reading.*—1st Book of Lessons, or similarly easy child's book.

2nd Head.—*The Four Simple Rules.*

3rd Head.—*Writing* easy monosyllables on board or slate.

3rd Standard.

1st Head.—*Reading.*—2nd and 3rd Books, with ability to explain, and knowledge of Etymology.

2nd Head.—*Reduction and Compound Rules.*

3rd Head.—*Writing* from dictation ordinary words in small hand.

4th Standard.

1st Head.—*Reading.*—Easy Prose Author, with ability to explain, and knowledge of Grammar generally.

2nd Head.—*Vulgar Fractions and Simple Proportion.*

3rd Head.—*Writing.*—Writing well from dictation.

4th Head.—*Geography.*—Definitions and Asia generally.

SCALE OF GRANTS.

	1st Head.	2nd Head.	3rd Head.	4th Head.	TOTAL.
First Standard ...	As. 8	As. 8	...	...	Re. 1
Second „ ...	Re. 1	Re. 1	Re. 1	...	Rs. 3
Third „ ...	Rs. 2	Rs. 2	Rs. 2	...	„ 6
Fourth „ ...	„ 3	„ 3	„ 3	Rs. 3	„ 12

4. In the foregoing tables, no distinction is made between schools for one class and schools for another. In my opinion, no such distinction is requisite; at least, I have not yet been able to meet with any reason for it, that has seemed of sufficient weight to justify the distinction. On the other hand, I have heard it frequently made the subject of unfavorable comment. The reading books, therefore, in every case, I mean, should be in the vernacular of the scholar—English, Tamil, or Telugu, as the case may be—and the instruction given in the same language; but in arithmetic a knowledge of English, as well as of Tamil or Telugu figures, should be required.

5. I have not carried my proposals beyond the standard of what I think a well-conducted village school, under a trained master, might possibly attain to; for it is only to schools of this class that I think the "payment by results" system is properly applicable, and it is only in such schools that it is at all likely to be taken advantage of. Not only do I think that masters—and masters in the higher classes of schools—will themselves prefer to receive aid in the shape of fixed grants, which they can calculate upon with certainty under any circumstances, but exceptionally unsatisfactory results on inspection, than in the "results" form, which must be precarious and fluctuating, even if it did sometimes happen to be higher in amount. But the difficulties of applying this system to schools above the grades of elementary ones seem next to insuperable. They are by no means overcome, in my opinion, by simply ignoring, as in the Bombay scheme, all subjects of instruction but language and mathematics; while, to me, there seems something almost ludicrous in the idea of an educational sliding scale like the one just referred to, for doling out so many Rupees, or it might be so many annas, for so many propositions of Euclid, or so many lines of poetry. In the early stages of education, the work to be done is all but mechanical, and, consequently, the application to it of a table of "weights and measures" does not seem so much out of place.

6. To mere capitation allowances I am decidedly opposed. I feel sure, from my knowledge of village schools, they would lead to inevitable abuses.

7. With regard to the time that a scholar should be in a school before being eligible for a grant, I would propose that six months should be required for a grant under the first standard; one year under the second; and two years under either the third or fourth. Under the first and second standard a pupil should be allowed to pass only once; but under the third and fourth, I think he might be allowed to pass twice.

From J. T. FOWLER, ESQ., *Inspector of Normal Schools and Presidency Division, to the Director of Public Instruction,—(No.* 83, *dated* 31*st January* 1867).

I have the honor to submit the following remarks on the subject referred with your memorandum No. 2452 of the 23rd November last.

2. It does not seem to me that we require the various standards adopted in Bombay.

It appears from the Bombay rules, dated 21st February 1866, that aid to schools is there given only—

(1) On the results of an examination,

(2) According to the average attendance;

while in this presidency the great bulk of the aid given is in the form of grants-in-aid of salaries. I do not think there is any probability of the managers of schools here seeking aid on payment for results, except for indigenous and elementary schools; and for these a slight modification of the standards already fixed would, I think, be sufficient.

SCHEDULE A.

A.

I propose no change except to add dictation to the third standard.

B. Native Schools.

I propose the standards to run thus:—

1*st Standard* (*Lowest*).

1. *Reading.*—Single words.
2. *Writing.*—Single words.
3. *Arithmetic.*—Addition.

2*nd Standard.*

1. *Reading.*—A Second Reader and meanings.
2. *Writing.*—In copy books and on slates (but not to dictation).
3. *Arithmetic.*—Four Simple Rules and two Compound.

3rd Standard.

1. *Reading.*—English and Vernacular; and ability to write a fair translation into the Vernacular of three or four lines of a Third Reader.
2. *Dictation* from either Reading Book; and pretty good writing in both languages.
3. *Arithmetic.*—Four Simple and Compound Rules, Reduction, Rule of Three, and Vulgar Fractions.

3. *The following is the scale of payments I would propose* :—

SCHEDULE B.

GRANTS.

A. European and Eurasian Schools.

	Standard.	Hill Schools.	Schools in the Plains.	
		Rs.	Rs.	
To each pupil passed under ...	1	5	3	For boys and girls.
	2	9	7	
	3	20	15	

B. Native and Anglo-Vernacular Schools.

	Standard.	Rupees.	
To each pupil passed under ...	1	3	Increased by 50 per cent. in the case of girls.
	2	7	
	3	15	

4. I am not clear as to whether our rules, now in force, allow grants to a school in aid of teachers' salaries, and at the same time for the results of an examination; but I see no reason why aid in both forms should not be given, when the payment-for-results would be for the work up to the standard specified, and the salary grants be made dependent on the general results in any higher classes, particularly as shown in the University Examinations.

Should it, however, not be meant that *both* salary grants and payments for results should be drawn, then to Schedule B, I would add—

For every student* passed the Matriculation Examination ... Rs. 60
Do.† do. F. A. do. ... „ 120

5. Indigenous schools should, I think, be brought under Schedule A, as above modified.

6. What in the Bombay rules are called "capitation grants" are, I think, objectionable, as they offer strong inducement—so strong that in

* To have been in the school at least 2 years before the examination.
† Do. do. 3 years do.

out-of-the-way places, it would sometimes prove irresistible—to the falsification of registers; and I would not recommend their introduction.

7. I would require a period of attendance prior to the examination varying with the Standard, thus :—

For admission to examination under the—	Require a previous attendance of
1st (lowest) Standard.	2 months.
2nd "	4 "
3rd "	6 "

8. I beg to suggest the following as points requiring notice in the subordinate rules :—

(*a*). Registers in a prescribed form to be kept. Their being in arrears or found to contain false entries to exclude a school from examination, and, of course, from all grants.

(*b*). No pupil to be examined whose average attendance* has been less than 15 full days a month for the 2, 4, and 6, respectively.

(*c*). No child less than 6 or more than 15 to be examined, and no one over 8 to be examined for standard 1; and none over 12 for standard 2.

(*d*). No one to be passed more than once for any standard.

9. I enclose a communication on the subject, received from S. Seshaiya, Deputy Inspector of Schools.

10. From the pressure of work, more particularly the valuation of the mass of Matriculation Examination papers, which, though not technically a part of my official duties, is probably of greater importance to the department, and to education generally, than any other work of the year, I have been able to take up this matter only to-day, the date named as the last for the submission of the remark. This letter is, consequently, less complete than I could have wished.

11. One point occurs to me; the introduction of so complete a scheme as that adopted in Bombay would quite upset the plan of inspection lately introduced here.

From S. SESHAIYA, ESQ., *Deputy Inspector of Schools, South Arcot, to the Inspector of Normal Schools and Presidency Division,—(No.* 42, *dated* 24*th January* 1867*).*

In sending on the enclosed modified Schedules A and B of the Grant-in-aid Rules, I have the honor to observe that, in recasting the Schedule A, I have thought it advisable to divide the aided schools into three classes :—

I. Purely Vernacular Schools.
II. Anglo-Vernacular Schools.
III. European and Eurasian Schools.

2. For purely Vernacular or Indigenous schools, four standards have been recommended.

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* This condition is, of course, open to the objection urged in paragraph 6, though not, I think, to the same extent.

3. For the first or lowest standard, I require that the pupils should be able to read the First Book of Lessons, and to work Addition and Subtraction in Arithmetic; and I do not think we can expect more than this from such schools for the first time; since, even to produce this result, it will take not less than six months for the masters of such schools, and we cannot, I think, without discouraging them, delay giving a grant in anticipation of better results.

4. Regarding the second standard recommended, I have nothing to say. I only require that such pupils as are presented to examination under that head must be able to do as much as the first class of a Government taluq school does in the vernacular.

5. The amount of work I require for the third standard may, perhaps, be said to be somewhat high; but from a school prosecuting purely vernacular studies we may easily expect that much.

6. The same remarks apply to the fourth standard.

7. Though, generally, schools reaching to the third or fourth standard will take up English and become Anglo-Vernacular schools, yet there may be some villagers, who will stick to their own Tamil to the entire exclusion of English, and it is to provide for such that I put in the third or fourth standards.

8. In drawing up the standards of examination for Anglo-Vernacular schools, I have, as nearly, as possible, followed the taluq school course.

9. In fixing upon the standards for European and Eurasian schools, I was guided by the same principle as in the case of vernacular schools.

10. In modifying the Schedule B, I have in most cases so arranged that the grant given by Government may, as far as possible, approach what the masters will generally demand from parents, if the schools were entirely private, and the masters remunerated by fees only.

11. Lastly, it is my opinion that no grant should be given on account of any boy who has not been in the school for at least *three months* previous to the date of examination.

SCHEDULE A.

STANDARDS OF EXAMINATION.

For Vernacular Schools.

1st Standard.

1. *Reading.*—Pretty fairly, the First Book of Lessons.
2. *Writing.*—To dictation simple words.
3. *Arithmetic.*—Multiplication Tables, Simple Addition and Subtraction.

2nd Standard.

1. *Reading.*—The 1st and 2nd Book of Lessons with explanations.
2. *Writing.*—To dictation easy sentences.
3. *Arithmetic.*—Four Simple and Compound Rules.

3rd Standard.

1. *Reading.*—Ability to read and explain any easy Prose or Poetry.
2. *Writing.*—To dictation any piece selected from such books.
3. *Arithmetic.*—The four Simple and Compound Rules; Single and Double Rule of Three; and Vulgar Fractions.

4th Standard.

1. *Reading.*—Ability to read and explain any Prose and Poetry of ordinary difficulty.
2. *Writing.*—To dictation a selection from any Prose work.
3. *Arithmetic.*—The whole subject.

FOR ANGLO-VERNACULAR SCHOOLS.

1st Standard.

1. *English*—
   (*a.*) *Reading.*—1st Reader with explanation.
   (*b.*) *Spelling.*—Easy words.
   (*c.*) *Writing.*—Large hand.
2. *Arithmetic.*—Four Simple Rules.
3. *Vernacular*—
   (*a.*) *Reading.*—The 1st book and portion of the 2nd with explanations.
   (*b.*) *Writing.*—To dictation easy sentences.

2nd Standard.

1. *English*—
   (*a.*) *Reading.*—The Second Book.
   (*b.*) *Writing.*—To dictation easy sentences.
   (*c.*) *Grammar.*—Parts of Speech.
   (*d.*) *Writing.*—Fair middle hand.
2. *Arithmetic.*—Four Simple and Compound Rules.
3. *Vernacular*—
   (*a.*) *Reading.*—3rd Book with full explanations.
   (*b.*) *Writing.*—To dictation from the same without gross mistakes.
   (*c.*) *Grammar.*—Pope's Part II.
   (*d.*) *Writing.*—Fair middle hand.

3rd Standard.

1. *English*—
   (*a.*) *Reading.*—3rd Book, with explanations, and recitation of 100 lines from any easy Poetry (say, Selections of Poetry, No. 1.)
   (*b.*) *Writing.*—To dictation from the same.
   (*c.*) *Grammar.*—Parsing easy sentences.

(*d.*) *Writing.*—Fair small hand.

(*e.*) *Translation* of easy sentences from English into Tamil, and *vice versâ.*

2. *Arithmetic.*—Simple and Compound Rules and Vulgar Fractions; Rule of Three, Single and Double.

3. *Vernacular*—

(*a.*) Reading and explaining any easy Prose or Poetry.

(*b.*) Writing to dictation, without great errors, any piece of ordinary difficulty.

(*c.*) Parsing.

(*d.*) Writing fair small hand.

4th Standard.

1. *English*—

(*a.*) Reading and explaining any easy Prose or Poetry.

(*b.*) Recitation of 200 lines of Poetry (from any standard author).

(*c.*) Fair knowledge of Grammar.

(*d.*) Writing to dictation any portion selected from any easy Prose work.

(*e.*) Writing neat running hand.

2. *Arithmetic.*—Complete.

3. *Vernacular.*—

(*a.*) Reading and explaining any Prose or Poetry of ordinary difficulty.

(*b.*) Fair knowledge of Grammar.

(*c.*) Writing to dictation a selection from any Prose work.

(*d.*) Writing neat running hand.

For European and Eurasian Schools.

1st Standard.

1. *English.*—Reading intelligibly the First Reader, with ability to explain the same.
2. *Arithmetic.*—Multiplication Tables, Addition and Subtraction.
3. Ability to spell easy words.

2nd Standard.

1. *English.*—Reading 2nd Book of Lessons with explanations.
2. *Arithmetic*—The Four Simple and Compound Rules.
3. *Writing.*—To dictation easy sentences.
4. *Writing.*—Large hand.

3rd Standard.

1. *English.*—Reading Third Book or any easy Narrative, Recitation of 100 lines from any easy Poetry.
2. *Arithmetic.*—The Four Simple and Compound Rules, Rule of Three, and Vulgar Fractions.
3. *Writing.*—To dictation sentences from any easy Prose work.
4. *Writing.*—Fair middle hand.

4th Standard.

1. *English.*—Ability to read and explain any Prose, and Poetry. Recitation of 300 lines of Poetry from any standard author.
2. *Arithmetic.*—The whole subject.
3. *Writing.*—To dictation any selection from a Prose work of ordinary difficulty
4. *Writing.*—Fair small hand.

SCHEDULE B.

GRANTS TO PUPILS PASSED UNDER THE SEVERAL STANDARDS.

For Vernacular Schools.

	Rs.	A.	P.	
1st Standard	2	4	0	per annum.
2nd „	3	0	0	„
3rd „	4	8	0	„
4th „	9	0	0	„

For Anglo-Vernacular Schools.

	Rs.	A.	P.	
1st Standard	4	8	0	per annum.
2nd „	6	0	0	„
3rd „	9	0	0	„
4th „	18	0	0	„

For European and Eurasian Schools.

	Hill Schools.			Low ground Schools.		
	Rs.	A.	P.	Rs.	A.	P.
1st Standard	9	0	0	6	0	0
2nd „	12	0	0	9	0	0
3rd „	18	0	0	12	0	0
4th „	24	0	0	18	0	0

From E. C. CALDWELL, ESQ., *Inspector of Schools, 4th Division, to the Director of Public Instruction,*—(*No.* 92, *dated* 31*st January* 1867.)

I have the honor, with reference to your memorandum of the 24th November last, No. 2452, and the accompanying papers, to submit that if, as I gather from your instructions, it is the desire of Government to give expansion to the system of grants on results, the rules and standards and scales of grants laid down by the Bombay Government, copy of which was circulated with your memorandum under consideration, with some modifications, might, in my opinion, advantageously be substituted for those now in force in this presidency.

2. As regards the latter, I believe I am correct in considering that they were framed with more especial regard to schools and classes of inferior standing, and that they were not intended to have more than a very subordinate place in the system of grants. As such they appear to me to be inadequate to form even the basis of a more general scheme.

In practice, too, they have been, at least in this division, almost wholly inoperative beside the system of grants-in-aid of teachers' salaries, and furnish no data on which to ground a more extended scheme. Under the Bombay Government, on the contrary, the system of grants on results appears to be the main feature in the scheme of educational grants, and as might be expected, the rules and schedules for regulating these grants appear to have been well and carefully considered and judiciously drawn, and I would accordingly recommend them for adoption in this Presidency, with the following modifications:—

I. If it is the desire of Government to bring the system of grants on results into operation concurrently with that of grants-in-aid of teachars' salaries, I consider that it would be necessary to make an alteration in Rule 6, extending the period of a pupil's attendance at school previous to examination from "*one*" to "*six months.*"

II. I consider that the proviso in Rule 7, preventing a pupil passing twice under the same standard, should be made absolute and applicable to all schools alike. On this head, I would observe that the differences between the successive standards are not greater than might be fairly expected to be surmounted within a year, and in the case of a pupil failing to make such progress, the result could scarcely be considered creditable and entitling to a grant.

III. In the case of indigenous village schools, which it would appear to be the desire of Government to bring under the operation of the new rules, I consider it would be necessary to dispense with the provisions for registration, &c., required by Rules 1, 2, and 9. It will occur to you that it is not usual for the masters or promoters of such schools to seek for Government aid; that, as a rule, they do not come under the cognizance of the department until they are sought out by the inspecting officer. In the case of such schools, the application of stringent rules for registration, or forms of any kind, would be tantamount to excluding them altogether from the operation of the system. I consider, too, that, in the case of these schools, provision should be made, as at present, for making grants to them payable quarterly, instead of annually, as in the case of other schools.

3. Looking now to the several standards of examination, I should feel disposed to recommend the abolition of all distinction between European and other schools, and to include all under the one schedule; but as this distinction seems to be very generally recognized, I will not here press the point further. I would, however, insist more strongly on the incorporation in one schedule of standards for Anglo-Vernacular and Vernacular schools, bringing in the latter merely under a lower standard. With this object I would simply abolish the 3rd and 4th standards of vernacular schools and annex the 1st and 2nd with some slight alterations, to the schedule of standards for Anglo-Vernacular schools.

4. As regards the details of these schedules, the only point which appears to me to call for notice is the uncertain, and sometimes, as I would judge, the erroneous position which is assigned to translation exercises under the several standards for Anglo-Vernacular schools. Thus, in Standard II, translation comes under the head *English*, while in the higher standards it is classed under the head *Vernacular*. Again, in the lower standards, the translation exercises required are from the Vernacular into English, while under the higher standards they are from English into the Vernacular; thus reversing what, in my judgment, ought to be the rule. I incline to regard translation exercises as a test of the pupils' knowledge more of a foreign language than of his own; and in the Anglo-Vernacular schools, I consider, accordingly, that these exercises should come under the head of *English*. Again, in the lower standards, I consider it a mistake to require translations into English. It is a wholesome provision to require of a pupil from the first to understand what he reads; and, from the second standard inclusive, I consider that written translations from English into the Vernacular might advantageously be required; but before a pupil comes up to the 4th standard, I consider that he cannot fairly be expected to have acquired sufficient command of English to translate into that language from the Vernacular. For the 4th and higher standards I would require translation exercises, both from and into English, both to be included under the head of English. With these modifications, I would recommend the Bombay schedule of standards for adoption.

5. As regards the amount of grants to be assigned to each, I am not prepared to pronounce so decided an opinion; but the Deputy Inspector, G. S. Arianayagam Pillay, showed me some calculations which he had made, based on an estimate of the average number of pupils in the several classes of the aided schools, and the average amounts paid in aid of teachers' salaries under the system which now prevails. According to these calculations, and reckoning that about half the pupils presented under the several standards would pass, he estimated that if the Bombay schedule of grants were adopted, the amount which the managers of a school might draw under either system would be pretty nearly the same. This would, I believe, be in accordance with the views of Government, if they desire the two systems to come into operation concurrently.

6. There remains for me now only to observe that a system of grants by result, wherever it may happen to be introduced, would involve a return to the system of individual examination of the pupils of the aided schools, which has just been superceded by the new Inspection Rules.

From L. GARTHWAITE, ESQ., *Deputy Inspector of Schools, Malabar and Canara, to the Director of Public Instruction,—(No.* 245, *dated* 15*th February* 1867*).*

I have the honor to forward the statement called for in memorandum No. 2452 of 23rd November 1866.

2. I am directed to state my opinion on the three following points: —(1) the different standards of examination to be prescribed, such being

below the matriculation test; (2) the grants which should be given; and (3) the minimum time for which a boy should have attended a particular school to allow of a grant being issued on his account.

3. With regard to the first point, I may say, in reference to the standard for European and Eurasian schools, that they are already sufficiently favorable. In the case, however, of native schools, to the present number of standards (*viz.*, three), I would add, (1) a new first one corresponding to the first standard for European schools, and the first Bombay standard for Native schools; and (2) one intermediate between the present, second and third standards for Native and Anglo-Vernacular schools. I would also advise still further reductions in the arithmetical requirements as follows:—

First or lowest standard.

Addition and Multiplication Tables and notating any digital number on a slate.

Second (the present First).

Easy exercises on the Four Simple Rules.

Third (the present Second).

The Four Simple and Compound Rules and easy applications thereof.

Fourth.

Arithmetic sufficient for all ordinary purposes. *i. e.*, Vulgar Fractions and Simple Proportion.

Fifth standard (the present Third).

Vulgar and Decimal Fractions, and Simple and Compound Proportion.

4. As the new standards are to suit village schools, the necessity for a new lowest standard is obvious, as, without such a standard, the inducement to the masters of such schools to put their schools under inspection would be altogether too slight. Again, as it is intended, I presume, that schools should be able to draw a grant for each boy once a year, (and that *without* their passing under the same standard *twice*) it appears necessary to provide a step between the present middle and higher standards. It would be impossible for any schoolmaster, even with the cleverest boys, to bring on a class in one year from the second (Native) standard to the third or Anglo-Vernacular.

5. I think the alterations in the arithmetical requirements necessary—first, because the present highest standard in arithmetic goes beyond even that prescribed for the University Matriculation; and second because I do not guess exactly on what grounds higher arithmetical attainments should be expected from Natives than from Europeans. I know an idea prevails that the Natives of India excel in mathematics; but after considerable experience in teaching three races of this presidency—the Tamil, Canarese, and Malayalum—I am not prepared to endorse that opinion; and I am convinced that to demand arithmetical attainments as high even as those laid down in the late Government order would be to demand what the majority of schools, otherwise eligible to result grants, could not present.

6. The standards for Native and Anglo-Vernacular schools would thus stand :—

1st (Lowest) Standard.

1. *Reading.*—Words of one syllable.
2. *Writing.*—Any letter or digital number on a slate.
3. *Arithmetic.*—Addition and Multiplication Tables and notating any digital number on a slate.

2nd Standard.

1. *Reading.*—Easy School Books, clear and intelligent.
2. *Writing.*—Legible to dictation, in the ordinary current hand, without gross mistakes.
3. *Arithmetic.*—Easy exercises on the Four Simple Rules

3rd Standard.

1. *Reading.*—Advanced, and explanation.
2. *Writing.*—Good, and correct to dictation.
3. *Arithmetic.*—The Four Simple and Compound Rules, and easy applications thereof.

4th Standard.

1. (*a.*) *Reading.*—Current Vernacular Literature, including Newspapers.
(*b.*) *Paraphrasing.*—Vernacular Poetry taken from ordinary School-books.
2. *Writing.*—Vernacular writing from dictation.
3. *Arithmetic.*—Sufficient for all ordinary purposes, *i. e.*, Vulgar Fractions and Simple Proportion.
4. *Vernacular Grammar.*

5th Standard.

1. *English Reading.*—Easy Poetry and History.
2. *Translation.*—Into Vernacular on paper.
3. *Writing.*—English to dictation such as Goldsmith's History of England without three gross mistakes.
4. *Arithmetic.*—Vulgar and Decimal Fractions and Simple and Compound Proportion.

7. *Grants.*—In the grants for the European and Eurasian schools, I have not recommended any alteration. In the grants to Native schools for the first grade, I would recommend a grant of 1 Rupee in the Bombay rules. The other grants for the other grades might be—

2nd Standard	(Former First)	Rupees	2
3rd	,,	(Former Second)	,,	4
4th	,,	Without English	,,	6
		With English	,,	8
5th	,,	Anglo-Vernacular	,,	12

8. The highest standrad for Anglo-Vernacular schools requires a very fair standard of attainments—next, in fact, to the Matriculation Examination—and it is but few out of the highest classes of an ordinary Government Taluq or Anglo-Vernacular school that would fully satisfy its requirements.

9. It will be seen that I recommend the lowering of the standards, and a small addition to their number, and, on the average, decrease to the total expense.

The present grants $\div$ their number Rs. $\frac{2+5+10}{3}=\frac{17}{3}$ or $5\frac{2}{3}$

Grants recommended $\div$ their number Rs $\frac{1+2+4+6+8+12}{6}=5\frac{1}{2}$

If, however, the standard be not further lowered, then I am decidedly of opinion that, unless this part of the Grant-in-aid Rules is to remain a dead letter and afford no encouragement to education, the grants to Native schools should be raised to the same amounts as those offered to European and Eurasian schools. There are many schools on this coast conducted by Protestant Missionaries, and a still greater number conducted by Roman Catholic Priests, to whose circumstances the certificated grant system is not adapted, but who would gladly avail themselves of the result grants. But if the standard is so high as at present, and the grants are so low, the offers made of such grants are merely tantalizing.

10. *Girls' Schools.—Looking at the great importance of Native* female education, and the difficulties in its way, especially the short time that Native girls can by any probability remain at school, I think that such schools should be on the most favored footing, *i. e.*, that the standards should be those of European and Eurasian schools, and the grants equal to those of hill schools. Grants of Rs. 5 under the second standard, and Rs. 10 under the highest, should be given for needle-work as in Bombay.

11. *Time.*—In the Bombay rules one month is given as the minimum time which a pupil should have attended previous to examination. There should be a proviso, however, precluding schools from receiving grants for boys for whom grants have been paid at other schools within the previous twelve months.

12. I would suggest the adoption of the following rule from the Bombay rules :—*Portuguese* schools will be entitled to the same grants as Vernacular and Anglo-Vernacular schools. As regards these, the words "*Portuguese*," and "Anglo-*Portuguese*" may be read throughout the rules and schedules for "Vernacular" and Anglo-Vernacular." Portuguese is the only vernacular of the East Indians of the West Coast, whole belong to the same race as those of Bombay, and to deny them elementary instruction through the medium of that language is to deny them the most ready and available means of acquiring instruction in its early stages.

From H. FORTEY, ESQ., *Inspector of Schools, 2nd Division, to the Director of Public Instruction,—(No. 7, dated 28th February* 1867).

In reply to your Proceedings No. 2452, dated 23rd November 1866, I have now the honor to send to you a scheme of payment by results for Native schools, and another for European and Eurasian schools.

2. I have consulted the records in my office in regard to payments made to village schoolmasters in the district of Nellore, and I have fixed

the payment per boy for the lowest standard in the scheme now submitted for your consideration, so as to make the expense to Government about equal to that under the system now in force.

3. When the standards are decided upon, the details will have to be elaborated, and the amount of knowledge required in each subject should be defined with the greatest possible precision, or endless discussions will arise between the managers and the inspectors ; for instance, the words " writing fairly from dictation" will, in my opinion, require a page or two of explanation, in order to secure uniformity in the working of the rules, and obviate disputes with school managers. But until the standards to be adopted have been decided on, it would be a waste of time to elaborate them in this way, and I, therefore, have not done this in regard to those which I now submit for your consideration.

4. I am of opinion that no payment should be made on account of a boy who has not been studying in a school for at least six months previous to the inspector's examination. I observe that the period fixed on in the Bombay rules is one month, but this is, I think, far too short.

Statement showing standards proposed, and payment per boy, for each boy passed in certain groups of subjects in each standard.

NATIVE SCHOOLS.

Lowest Standard.

	Payment per boy passed.
1. *Reading.*—Simple Stories .. .. 2. *Writing.*—Fairly from dictation ... ... 3. *Arithmetic.*—Four Simple Rules	5

Middle Standard.

1. *Reading.*—Ordinary Prose, explanation, and Grammar ... 2. *Writing.*—From dictation a passage of ordinary Prose ... 3. *Arithmetic.*—Four Simple and Compound Rules, Vulgar Fractions, and Simple Proportion	7
4. *English.*—Reading simple stories, and writing from dictation	3
TOTAL...	10

Highest Standard.

1. *Reading.*—Prose and Poetry, explanation, and Grammar 2. *Writing.*—With considerable accuracy from dictation ... 3. *Arithmetic.*—To end of Decimals .. .. 4. *Geography* of Europe and Asia	10
5. *English.*—Reading explanation, and Grammar as far as Etymology ... ... 6. *English dictation*	5
TOTAL...	15

EUROPEAN AND EURASIAN SCHOOLS.

Lowest Standard.

1. *Reading.*—Simple Stories ... ... 2. *Writing.*—Simple stories from dictation ... ... 3. *Arithmetic.*—Four Simple Rules	5

Middle Standard.

1.	*Reading.*—Ordinary Prose, explanation, and Grammar as far as Etymology	6
2.	*Writing.*—From dictation a passage of ordinary Prose ...	
3.	*Arithmetic.*—To Vulgar Fractions and Simple Proportion	4
	TOTAL...	10

Highest Standard.

1.	*Reading.*—Prose and Poetry, explanation, and Grammar including Syntax	10
2.	*Writing.*—With considerable accuracy from dictation ...	
3.	*Geography.*—Europe and Asia	
4.	*History* of India	
5.	*Arithmetic.*—Complete	5
	TOTAL...	15

From A. CACHAPAISWARAIAH, ESQ., *Deputy Inspector of Schools, Coimbatore, to the Director of Public Instruction,—(No.* 720, *dated* 10*th January* 1867).

With reference to your Proceedings No. 2452 of the 23rd November last, I have the honor to submit my opinion with regard to Native schools.

2. The standards in arithmetic, as modified in your notification of the 25th October last, are still too high; for "*arithmetic complete*", laid down by you for the third or higher standard is what is fixed for the First Examination in Arts. The standard for the Matriculation test is "the First Four Rules, Vulgar and Decimal Fractions, Proportion and Extraction of the Square Root;" that for the new fourth grade teachers' certificate examination, " Colenso's generally, omitting Duodecimals, Cube Root, and Stocks;" and that for the new fifth grade teachers' certificate examination. "Four Simple and Compound Rules with principal Indian Weights and Measures."

3. The highest standard to be framed should be nearly similar to that laid down for the fourth grade teachers' certificate examination, the first point according to paragraph 2 of the above-mentioned Proceedings, being that it should be below the Matriculation test; and the lowest standard should not exceed that laid down for the schools under the Coimbatore village school system (only Four Simple Rules *in Arithmetic*), paragraph 3 of the said Proceedings requiring that this standard should be so framed as to be applicable for indigenous schools.

4. The standards proposed are four in number; the first and second applicable to indigenous schools, the third to Vernacular schools, and the fourth, or the highest, to Anglo-Vernacular Schools.

5. I am not in favor of capitation grants.

6. The following Schedules A and B are made after the manner of those adopted in the Bombay presidency :—

SCHEDULE A.

1st Standard.

Head I.—1st Book of Lessons, 1st Part; reading slowly.

Head II.—*Dictation* from the read portion of the above book, without exceeding 65 per cent. of mistakes.

Head III.—*Arithmetic*.—Notation and Addition.

N. B.—This standard is preparatory to the second standard, and is calculated to the improvement of village schools; as most teachers who now get no grants under the Coimbatore village school system will try to prepare for this easy standard, and eventually adopt the second standard.

2nd Standard.

Head I.—1st Book of Lessons, 2nd Part; reading fairly, and giving synonymous terms for easy words.

Head II.—*Dictation* from the read portion of the above book, without exceeding 50 per cent. of mistakes.

Head III.—*Arithmetic*.—Four Simple Rules (plain work and not practical exercises.)

Head IV.—(*a*) *History*.—Brief Sketches of Asia, India.

Or (b) *Geography*.—Madras presidency.

N. B.—If this standard be raised, almost all the village school teachers now in receipt of quarterly grants will be driven to despair.

3rd Standard.

Head I.—*Reading* and explanation in the Second and Third Readers, Public Instruction Press.

Head II.—Pope's 1st Catechism of Grammar.

Head III.—*Arithmetic*.—Four Simple and Compound Rules, with the principal Indian Weights and Measures.

Head IV.—*Dictation*, without exceeding 25 per cent. of mistakes, with fair hand-writing.

Head V.—(*a*) *History*.—Brief Sketches of Asia.

Or (b) *Geography*.—Outlines of Asia in general, and India in particular.

N. B.—This standard is supposed to be taught by one possessing qualifications similar to those of a teacher holding the new fifth grade certificate.

4th Standard.

Head I.—*English*, (*a*) First and Second Books of Lessons, Madras School Book Society—reading and explanation. (*b*) Elements of English Grammar. (*c*) English dictation from the read portion, without exceeding 50 per cent. of mistakes.

Head II.—*Tamil (a)* Third Book of Lessons— reading and explanation.
(b) Minor Poets— repetition and explanation.
(c) Pope's Second Grammar.

Head III.—*Arithmetic* (in Tamil).—The First Four Rules and Vulgar Fractions.

Head IV.—*Euclid.*—Book I (in Tamil).

Head V.—*History.*—Morris' India (in Tamil).

Head VI.—*Geography.*—Clift's—The 4 Continents (in Tamil).

N. B.—This standard is supposed to be taught by one possessing qualifications similar to those of a teacher holding the new fourth grade certificate.

Note.—Higher standards than these are not feasible.

SCHEDULE B.

Yearly Grants.

Standard.	First Head.	Second Head.	Third Head.	Fourth Head.	Fifth Head.	Sixth Head.	TOTAL.	The minimum time a boy should have attended the school to allow of a grant being issued on his account.	REMARKS.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
I.	1	1	$2\frac{1}{2}$	...	...	...	$4\frac{1}{2}$	Two months.	
II.	2	2	5	2	...	...	11	Do.	
III.	3	3	6	3	3	...	18	Three months.	
IV.	10	10	12	4	4	...	40	Do.	The 1st head $4a+4b+2c=10$. The 2nd head $4\times3+3\times10$.

N. B.—To entitle a teacher for Rs. 9 quarterly grant Rs. (36 per annum) under the Coimbatore village school system, the chief points required are that the average attendance should be not less than 12 boys, and that not less than 4 boys should pass in—(1) working a Long Division sum; (2) writing to dictation without exceeding 40 per cent. of mistakes; and (3) reading and explaining a passage in the 1st or 2nd Book of Lessons. The second standard of allowances in Schedule B is so framed that the teacher who, under the Coimbatore village school system, draws quarterly Rs. 9 with 4 successful boys, may not become a loser under the payment-for-results system. Thus (his boys do not pass under the present system in history and geography, except for 10 Rupees grant) 4 boys × Rs. 9 (for 3 heads $2+2+5=9$)=Rs. 36. Under the first standard, a village school teacher with 4 *successful boys will* get but Rs. $1\frac{1}{2}$ per mensem. Should the allowances given in Schedule B be reduced, or the standard in Schedule A raised, all the village school teachers, at present in receipt of grants, should in future despair of their emoluments.

In my district, all the Anglo-Vernacular schools under the certificate system put together produce an average attendance of 25 boys; and all the vernacular schools, that of 18 boys. These schools generally produce 9 or 10 boys, educated almost according to the 3rd or 4th standards, of whom (my experience shows) 6 boys pass on an average. The certificate system generally bestows a monthly grant of Rs. 8 upon a 5th grade certificate teacher and that of Rs. 20 upon a 4th grade certificate teacher. The 3rd and 4th standards are calculated to remunerate duly the teachers who are supposed to possess qualifications nearly similar to those of teachers holding, respectively 5th and 4th grade teacher certificates.

From S. NADAMUNI MOODELLY, ESQ., *Deputy Inspector of Schools, Godavery Districts, to the Inspector of Schools, First Division,—(No.* 6, *dated* 16*th January* 1867*).*

In obedience to the directions conveyed in the memorandum of the Director of Public Instruction, No. 2452, dated 23rd November last, I beg to submit the following suggestions.

2. I consider the standards of examination prescribed in Schedule A to be too high to afford benefit to the indigenous schools. The best conducted of the village schools in my division is the one at Ganapavaram, in the taluq of Undi, where the people take great interest in the welfare of the school. They have secured a teacher with tolerably respectable qualifications, and who possesses also a certificate of the 9th grade. With these advantages, the school is attended with about 30 boys. Seven of these form the second or the senior class; 8 the upper division of the first; and the rest constitute the lower division, forming the initiatory class. The highest of these divisions, *viz.*, the second class, follows a course of instruction more or less corresponding to that of a similar class of a taluq school. When subjected to an examination for grants-in-aid, the school will not be able to pass for any but the lowest standard of the Schedule A, and according to Schedule B, can secure to the master no more than Rs. 14 per annum, or a little more than a Rupee for every month in the year. This appears to be too small a sum to induce a master to train up his boys to the standard proposed. I beg therefore, to submit for consideration the standards appended to this letter, with the rates of grants to be issued in each case.

3. In regulating the grants, I fixed upon 2 annas as the lowest fee a village master can receive for each boy from Government 3 annas for the second standard, and 4 for the third—giving higher fees for the Taluq and Anglo-Vernacular schools. In connection with these rates, I have taken into consideration several description of schools and tabulated the results on a separate sheet. In accordance with that table, a well-conducted indigenous school, with good attendance, will be able to secure to its master a monthly grant of Rs. 4-8, or Rs. 5-6, if English is also taught; while a school of the same kind, with a much smaller number in attendance, will give him only Re. 1-14, or Rs. 2-8 a month. As most of the indigenous schools will be purely vernacular, the above sums, supplemented by about the same amounts from boys in the shape of fees, will allow the master a salary of Rs. 9, or Rs. 3-12, according to the quality of the school. If an average be struck between these sums, a middle class school will be able to fetch about Rs. 6 a month. This appears to be a fair allowance, looking at the position of the majority of my school masters.

4. In a taluq school respectably attended, and efficiently conducted, the grants-in-aid, with the aid of fees, will allow Rs. 20 and 9½ a month for two teachers; while in a school of the same grade with fewer boys, the salaries of the teachers can only be Rs. 10½ and 7 per mensem. Striking an average again, as in the former case, a middle class school of this description can have two teachers on Rs. 15 and 8 per mensem. This appears also to be satisfactory.

Head Master on Rupees				50	per mensem.
2nd	,,	,,	,,	25	,,
3rd	,,	,,	,,	20	,,
4th	,,	,,	,,	15	,,
5th	,,	,,	,,	12	,,
		Total ...		122	

5. As regards the higher schools of a strictly Anglo-Vernacular standard, the proposed grants with local aid are calculated to afford fair salaries to five teachers as noted in the margin. The last teacher will be in charge of two divisions.

6. With respect to the period for which a boy should have attended the school to admit of his being examined, I beg to state that six months will be a proper limit for the first three standards, and one year for the 4th, 5th, and 6th standards.

7. No capitation allowance seems necessary in addition to the proposed grants.

1st or Lowest Standard.

1. *Reading.*—First five lessons of 1st Book of Lessons.
2. *Writing.*—Words of two or three letters pretty correctly on the black-board.
3. *Arithmetic.*—Multiplication Tables, repetition mechanically.

2nd Standard.

1. *Reading.*—1st Book of Lessons, Part I, with explanation.
2. *Writing.*—Simple words pretty correctly on slates.
3. *Arithmetic.*—Simple Addition and Subtraction, with Multiplication Tables.

3rd Standard.

1. *Language.*—(1.) Second Book of Lessons, about half the book, with explaination.
   (2.) Declension and conjugation.
2. *Writing* to dictation of easy passage with tolerable correctness.
3. *Arithmetic.*—Simple and Compound Rules.

English (1.) Language—1st Reader of the Madras School Book Society, with explanation.
(2) Spelling simple words.

4th Standard.

1. *Language.*—(1.) Panchatantram, about two-thirds of the book.
   (2.) Nitisangraham, first half of the book.
   (3.) Venkaiya's Grammar, first 2 chapters.
   (4.) Parsing easy words.
2. *Writing* legible to dictation from the Reading Book, fairly as to correctness.
3. *Arithmetic.*—Vulgar Fractions and Rule of Three.

English.—1. Reading, McLeod's, about 50 pages with explanation.
2. Grammar, Elements, first two parts.
3. Parsing, Etymological.

Writing.—Middle hand—simple words.

5th Standard.

1. *Language.*—(1.) Third Book of Lessons.
   (2.) Nitisangraham, the latter half.
   (3.) Venkaiya's Grammar.
   (4.) Parsing moderately difficult sentences.

2. *Writing* to dictation in the ordinary current hand from Panchatantram or Nitichandrika.
3. *Arithmetic.*—Vulgar and Decimal Fractions and Interest.
4. *Euclid.*—Half of Book I.

1. *English Language.*—(1.) Third Book (vegetables), or a book of similar kind.
   (2.) Grammar, Elements—the whole.
   (3.) Parsing, Syntactical.
   (4.) Poetry, Selections, No. I, about half the book.
   (5.) Translation into Vernacular on paper.
2. *Writing* small hand to dictation, fairly as to correctness.

6th Standard.

1. *Language.*—(1.) Nitichandrika, Mitralabham.
   (2.) Nalacharitra, half the book.
   (3.) Venkaiya's Grammar, the whole.
2. *Writing* running hand correct to dictation.
3. *Arithmetic.*—Complete with the exception of stocks.
4. *Euclid.*—Book I.

English Language.—(1.) Prose No. I., P. I. P., or a book of similar kind.
(2.) Poetry, Selections, No. I, the latter half.
(3.) Grammar, Sullivan's.
(4.) Parsing moderately difficult sentences.
(5.) Translation, reciprocal.

Writing.—Fair and neat, correct to dictation.

Grants to be issued annually.

	1st. Standard.	2nd Standard.	3rd Standard.		4th Standard.		5th Standard.	6th Standard.
	Vernacular.	Vernacular.	Vernacular.	English and Vernacular.	Vernacular.	English and Vernacular.	English and Vernacular.	English and Vernacular.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
To each pupil passed under	1½	2¼	3	4½	5	7½	12	18

Indigenous Schools.

Standard.	With good attendance.			With small attendance.		
	No. of boys.	Grants for Vernacular.	Grants for English and Vernacular.	No. of boys.	Grants for Vernacular.	Grants for English and Vernacular.
		Rs.	Rs.		Rs.	Rs.
2nd Class, 3rd Standard ...	7	21	31½	5	15	22½
1st U. D., 2nd do. ...	8	18	18	5	7½	......
1st L. D., 1st do. ...	10	15	15	...	......	7½
Mere beginners	5	......	......	5	......	......
Total ...	30	54	64½	15	22½	30

Taluq Schools.

Standard.	With good attendance.			With small attendance.		
	No. of boys.	Grants for Vernacular.	Grants for English and Vernacular.	No. of boys.	Grants for Vernacular.	Grants for English and Vernacular.
		Rs.	Rs.		Rs.	Rs.
3rd Class, 4th Standard ...	10	50	75	6	30	45
2nd „ 3rd do. ...	15	45	67½	9	27	40½
1st U. D., 2nd do. ...	12	27	27	7	15¾	15¾
1st L. D., 1st do. ...	5	7½	7½	3	4½	4½
Mere beginners	8	......	......	5	......	......
Total ...	50	129½	177	30	77¼	105¾

Anglo-Vernacular Schools.

Standard.	With good attendance.			With small attendance.		
	No. of boys.	Grants for Vernacular.	Grants for Anglo-Vernacular.	No. of boys.	Grants for Vernacular.	Grants for Anglo-Vernacular.
			Rs.			Rs.
5th Class, 6th Standard ...	15	...	270	8	...	144
4th „ 5th do. ...	15	...	180	8	...	96
3rd „ 4th do. ...	15	...	112½	9	...	67½
2nd „ 3rd do. ...	20	...	90	12	...	54
1st U. D., 2nd do. ...	20	...	45	12	...	27
1st L. D., 1st do. ...	25	...	37½	15	...	22
Total ...	110	...	735	64	...	411

From C. Ramarau, Esq., *Deputy Inspector of Schools, Ganjam District, to the Director of Public Instruction,—(No.* 12, *dated 22nd January* 1867*).*

With reference to your memorandum dated Madras, 23rd November 1866, No. 2452, regarding the modifications which should be made in Schedules A and B of the Grant-in-aid Rules now in force, I beg to express my opinion as follows :—

2. Regarding the first point, namely, the different standards of examination to be prescribed, I think the standards of examination laid down by the Bombay Government for the several classes of schools in that presidency, might be adopted by us also; those laid down for the "Vernacular Schools" being made applicable to our indigenous schools.

3. Regarding the second point also, *viz.*, the grants which should be given, I would recommend the adoption of the Bombay scale, which

seems to be sufficiently liberal. I would recommend also the provision of capitation grants on the average attendance of pupils ; but if capitation grants should find no place in our presidency, the Bombay scale for " Vernacular Schools" should be doubled before adopting it for our Vernacular Schools, while that for Anglo-Vernacular schools may be received without change.

4. Regarding " the minimum time for which a boy should have attended a particular school to allow of a grant being issued on his account," I think the period of one month prescribed in the Bombay rules is rather short, and is only to be required in the lowest classes. In the higher classes, the period required should be 3 and 6 months.

From G. VEDENTA CHARIAR, ESQ., *Deputy Inspector of Schools, Vizagapatam District, to the Director of Public Instruction,—(No.* 320, *dated* 25*th January* 1867*).*

As called for in your circular memorandum No. 2452 of 23rd November 1866, subject to order No. 293 of the Madras Government, dated the 13th October 1866, I do myself the honor of suggesting the following alterations, which seem to me to be worthy of introduction in our present rules for conducting the grants-in-aid system, and calculated to work with advantage.

As seems to have been your object in circulating the revised rules of the Bombay presidency with your proceedings, I have instituted a comparison between those rules and ours, and, on the results thereof, have based the following.

My unacquaintance with all the schools under consideration in Schedule A leaves me with a rather imperfect idea of them, and what will be given in these pages is only from a knowledge of the schools obtained from a look into our revised Grants-in-aid Rules.

2. The three standards laid down in the present rules appear to me to be rather too distant strides to be taken in succession by pupils, each in the course of a year. It may reasonably be hoped that those laid down ought to be such as can be reached successively by a year's study.

The highest point to be attained is fixed, namely, the Matriculation Examination; and all the standards below prescribed as above, may be classified under four, as shown in the Schedule A appended.

3. It has not satisfied me that each standard should be of only three tests (English and Telugu languages and Mathematics), why Geography and History were thrown aside being not known.

I have, therefore, divided each standard into five heads—1st, English; 2nd, Vernacular; 3rd, Mathematics; 4th and 5th, Geography and History, respectively.

4. " Such being below the Matriculation test." The wording could not convince me that the European and Eurasian schools are to be free from any Vernacular test.

As, however, there may be schools where no Vernacular is taught, I would exempt them from any test in it.

5. I wished I could understand why the standard tests of European and Eurasian schools should be comparatively easier than those of Native schools. The former, if I am not mistaken, are not meant to be examined in a different language from the English.

I have, therefore, been of opinion that the standards of both the schools should, excepting the Indian vernaculars, be of the same stamp.

6. Before finishing my explanations on the alterations suggested in Schedule A, I would add, for the sake of clearness, that the tests prescribed for indigenous schools are those for Anglo-Vernacular Schools, exclusive of any English.

7. As for the grants issuable under the above tests, and before I would subjoin a schedule giving them as I would recommend, it should be remarked that the grants issued at present in our presidency are too low, while those in the other under comparison, too high. I much like the *principle* on which Schedule B of the Bombay presidency is drawn, This will certainly affect the numerical progress of grants-in-aid schools. though ours does not much tend to affect it.

8. The principle inferable from our Schedule B now in force is that no pupil is eligible for any grant unless he passes all the tests. This is too hard.

To reserve, however, a part of the principle (which in my opinion is very becoming), a pupil who does not pass both in language and Arithmetic should get no grant; this to be an exception in the case of first standard.

Other conditions may be laid down if the above is approved of.

9. Connected with the subject are two main points to be considered :—

> *1st.*—How long may a pupil be allowed to remain in the same class?
>
> *2nd.*—How long should he have attended the school to entitle him to a grant?
>
> In other words, how often may one undergo examination under the same standard?

"What must be the minimum time for which a boy should have attended the school to allow of a grant being issued on his account?" It seems prudent to determine that no boy should be allowed to pass the same test more than twice; and should he fail to obtain a grant on his account on both the occasions, it shall be ruled that he be no more tested under that standard.

As to the latter point, no teacher shall have credit given him for a pupil acquitting himself successfully in an examination, should the time the latter has had instruction from the former fall under, in the lowest calculation, six months.

10. Having, from the little experience I have gained in my position, which I have held for a year, given my observations on the points required, I beg to remain, &c.

SCHEDULE A.

For European and Eurasian Schools.

1st Standard.

1st Head.—Reading sentences and spelling words from a Reading Book.
Writing letters of the alphabet on a slate.

2nd Head.—Knowledge of the Vernacular alphabet.

3rd Head.—Multiplication Tables, Mental Addition of digits, and Notation and Numeration.

2nd Standard.

1st Head.—Fair reading and writing from dictation.
Grammar, as far as verbs in Etymology, with capability to distinguish Parts of Speech.

2nd Head.—Reading easy Class Book.
Spelling and writing out easy words.

3rd Head.—Simple and Compound Rules.

4th Head.—Geographical definitions, and a knowledge of the Continents and Oceans.

3rd Standard.

1st Head.—Advanced reading and writing from dictation
Grammar.—Etymology and Rules of Syntax, with a knowledge of parsing, and capability to compose easy sentences.
Easy translation into English.
Easy Poetry.

2nd Head.—Fair reading and writing from dictation.
The elements of Vernacular Grammar.

3rd Head.—Arithmetic.—Greatest Common Measure, Least Common Multiple, and Vulgar Fractions.
Algebra.—As far as Subtraction.
Euclid.—Definitions.

4th Head.—Continents of Asia and Africa.

5th Head.—History of India, as far as British connexion with the country.

4th Standard.

1st Head.—Grammar and analysis of sentences.
Translation and paraphrase of poetry.
Composition.

2nd Head.—Advanced reading and writing from dictation.
Grammar (Vernacular) with capability to parse.
Composition of easy sentences.
Easy translation.
Easy Vernacular poetry.

3rd Head.—Arithmetic.—Decimal Fractions, Rule of Three, and Extraction of Square and Cube Roots.

Algebra.—As far as Simple Equations (exclusive of Fractions and Surds).

Euclid.—The first book.

4th Head.—Europe and America, with map-drawing.

5th Head.—History of India (continuation to the end).

FOR NATIVE SCHOOLS (ANGLO-VERNACULAR AND VERNACULAR).

1st Standard.

1st Head.—Reading sentences and spelling words from a Reading Book.

Writing letters of the alphabet on a slate.

2nd Head.—Reading sentences and spelling words from a Reading Book.

Writing easy words on a slate.

3rd Head.—Multiplication Tables, Mental Addition of digital numbers, Notation and Numeration.

2nd Standard.

1st Head.—Fair reading and writing from dictation.

Grammar.—As far as verbs in Etymology, with capability of distinguishing Parts of Speech.

2nd Head.—Fair reading and writing from dictation.

Explanation from a Reading Book.

Grammar.—Elements of Vernacular Grammar.

3rd Head.—Simple and Compound Rules.

4th Head.—Geographical definitions and a knowledge of the Continents and Oceans.

3rd Standard.

1st Head.—Advanced reading and writing from dictation.

Grammar.—Etymology and Rules of Syntax, with capability to parse and compose easy sentences.

Easy translation.

Easy Poetry.

2nd Head.—Advanced reading and writing from dictation.

Grammar.—Knowledge of the whole elements, with capability to parse and compose easy sentences.

Translation.

Easy Poetry.

3rd Head.—Arithmetic.—Greatest Common Measure, Least Common Multiple, and Vulgar Fractions.

Algebra.—As far as Subtraction.

Euclid.—Definitions.

4th Head.—Continents of Asia and Africa.

5th Head.—History of India, as far as British connexion with the country.

4th Standard.

1st Head.—Grammar and analysis of sentences.
Translation.
Paraphrase of poetry.
Composition.

2nd Head.—Knowledge of the whole of Vernacular Grammar of a superior kind.
Fair translation.
Paraphrase of poetry.
Capability to right on a given subject.

3rd Head.—Arithmetic.—Decimal Fractions, Rule of Three, and Extraction of Square and Cube Roots.
Algebra.—As far as Simple Equations, exclusive of Fractions and Surds.
Euclid.—The first book.

4th Head.—Europe and America, with map-drawing.
5th Head.—History of India (continuation to the end).

SCHEDULE B.

Grants issuable to Pupils passed under several Standards (for European and Eurasian and Native Schools).

PARTICULARS.	HIGHEST GRANT OBTAINABLE UNDER					
	1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head.	TOTAL.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
To each pupil passed under 1st Standard	1 0 0	1 0 0	1 0 0	0 0 0	0 0 0	3 0 0
Do. do. 2nd do.	1 8 0	1 8 0	1 8 0	1 8 0	0 0 0	6 0 0
Do. do. 3rd do.	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	10 0 0
Do. do. 4th do.	3 0 0	3 0 0	3 0 0	3 0 0	3 0 0	15 0 0

(Signed) G. VEDENTA CHARIAR,
Deputy Inspector of Schools.

From G. S. ARIANAYAGAM PILLAY, Esq., B. A., *Deputy Inspector of Schools in Tanjore and Trichinopoly, to the Director of Public Instruction,—(No.* 29, *dated 26th January* 1867*).*

I have the honor to offer a few suggestions with reference to your proceedings No. 2452 of November 23rd 1866.

2. Any opinion that I may be able to give in connection with European and Eurasian schools must be all theory, such schools having scarcely ever come under my eye. I consider it proper, therefore, to be silent on the point.

3. As to Anglo-Vernacular schools, I have seen no cause to differ from the Bombay scheme either regarding the number of standards required below the matriculation, or the subjects prescribed under each standard. I have considered the scheme over and over, and have not been able to improve upon it on any point worth speaking. Schools which aim at the Matriculation standard cannot carry out their object without having five or six classes graduated in some such way as is prescribed in the scheme, as we shall at once see by looking at the arrangement of classes in the zillah and provincial schools.

4. In fixing a scale of grants, it seems to me that we should proceed upon the principle of giving what is likely to be about half the reasonable remuneration of teachers employed in educating up to the prescribed standards. Now assuming that Rs. 15 is the fair remuneration of the teacher of a class which is being prepared to pass the first Anglo-Vernacular standard, that it consists of twenty pupils, and that fifteen of them pass while the rest fail (an assumption which I believe will be verified by experience), Rs. 6 per pupil will cover half the yearly salary of the teacher. Again, supposing the pay of the teacher of a 2nd Anglo-Vernacular standard class to be Rs. 25, and assuming the other particulars as above, Rs. 10 per pupil will cover his half salary. Similarly, taking the monthly salaries of teachers educating up to the 3rd, 4th, and 5th standards to be Rs. 35, 50 and 80, respectively, Rs. 14, 20, and 32 should be the respective yearly grants. For the Matriculation standard, I will assume Rs. 150 as the teacher's salary, that the class contains fourteen boys, and that half of them pass; this supposition gives nearly Rs. 130 on account of every matriculated student. The grants which I have ventured to recommend will be seen to agree in the main with the Bombay scale, thus :—

	1st Standard.	2nd Standard.	3rd Standard	4th Standard.	5th Standard.	6th Standard.
The Bombay scale ...	6	9	12	21	30	100
The scale here suggested ...	6	10	14	20	32	130

5. As to the principle by which we should regulate the minimum time during which a pupil should have attended a particular school to allow of a grant to be issued on his account, I am not quite certain; I think, however, that it would be reasonable so to fix the time as to admit of a child's being educated up to a given standard, supposing him to have already passed, or to have already been able to pass, the next lower test, assuming, of course, that he has a fair amount of industry and talent, and that his teacher is able and painstaking. Upon this principle, I imagine that six months would generally be a fair minimum, and that it should never be short of three months.

6. I beg to submit herewith a schedule of the subjects of examination for Vernacular schools, which will be found mostly to conform

with the Bombay Schedule. In fact Mr. Grant has so carefully drawn up his schedules and rules (I refer to those points on which I am in a position to form an opinion) that any common sense legislation on the subject cannot materially differ from them. It will be observed that my schedule does not go above the third standard ; this is because I think there is scarcely any likelihood of our having purely Vernacular schools rising above this standard, excepting in the language subject. Regarding reading, I have a remark to make : the testing of a child's ability to read from the way he reads a book fixed as lesson for his class is liable to serious objection. In a great many cases that have come under my observation, the text books had been read through so often as to be known by heart, and to preclude any possibility of one's judging of the pupil's ability to read. To test reading by means of fixed text books in the case of schools expecting to be paid on the results of periodical examinations, is liable to great abuse, especially in the lower classes, where the foundation of fluent reading should be laid. A young child may be so carefully taught to read the Tamil 1st and 2nd Books as to enable him to read any other book of the same difficulty with almost equal facility ; in fact, I have found this by experiment in the case of a child below seven years of age. In these remarks I refer to the reading and not the explanation, of a text book. In every case, therefore, when reading is a head of examination, I would strongly recommend that the examiner should be allowed the option of testing it by means of any book equal in difficulty to the text book. The explanation of the subject matter should of course be confined to the latter.

7. The tests, both Vernacular and Anglo-Vernacular, may be the same for girls as for boys, with this difference, that the examination of girls should be more lenient; for instance, if half the maximum marks be required to pass a boy for a standard, one-third may be considered sufficient for a girl.

8. The grants assigned for Vernacular schools by the Bombay scheme appear to me to be very low, particularly in the first or lowest standard. The pay of a person employed to teach children up to the lowest standard cannot be fairly taken to fall below Rs. 5 per mensem, and I will suppose that teachers employed to educate up to the 2nd, 3rd, and 4th standards, are paid at Rs. 7½, 10, and 15, respectively. Now upon the principle enunciated in the fourth paragraph, and making the same assumption as to the number of pupils and the proportion of those who pass, we have :—

	1st Standard.	2nd Standard.	3rd Standard.	4th Standard.
The scale here recommended for Boys' Schools ..	2	3	4	6
The Bombay scale	1	2	3	6

9. In the case of girls, it is my opinion that for some years to come, the grants should be double of that given on account of boys. To repeat what I have already remarked, the standard for girls being the same as for boys (with the addition of some appropriate branch of needlework), the examination of girls should be more lenient, and the grants assigned should be double of those recommended in paragraphs 4 and 8 for the respective standards.

10. In the above calculations I have taken no account of capitation allowances, seeing that they cannot materially affect the income of a school if they are to be as low as they are fixed in the Bombay scale, and as, in my humble opinion, they ought to be. To fix a higher rate of capitation allowance would probably tempt managers, particularly those of the elementary schools, to look more to the number and less to the progress of their pupils than could be deemed conducive to a healthy state of education.

STANDARDS OF EXAMINATION FOR TAMIL SCHOOLS.

1st Standard.

1st Head.—*Arithmetic.*—Addition and Multiplication Tables up to *ten* times.

2nd Head.—*Writing* any letter of the alphabet from dictation.

3rd Head.—*Reading.*—First Book.

2nd Standard.

1st Head.—*Arithmetic.*—Four Simple Rules.

2nd Head.—*Writing* simple words.

3rd Head.—*Reading* of the Second and Third Books, explanation of Second Book, and of the easy portions of the Third Book.

3rd Standard.

1st Head.—*Arithmetic.*—Up to Rule of Three.

2nd Head.—*Writing* to dictation from the Third Book, with the (correct) *sandtis* which occur in colloquial Tamil.

3rd Head.—(1.) *Reading* of Third Book and the Dinavartamani—particular explanation of the former, and general explanation of the latter.

(2.) *Recitation* of the Minor Poets up to Muthurai (———) with explanation.

4th Head.—*Pope's* 1st *Grammar*, and the easy portions of the 2nd Grammar.

From M. SINGARAVALU MOODELLY, *Deputy Inspector of Schools, 2nd Division, to the Director of Public Instruction,—(No. 4, dated* 31*st January* 1867*).*

In reference to your memorandum No. 2452 of 1866, I have the honor to forward the modified schemes of the Schedules A and B of the Grant-in-aid Rules now in force.

2. It will be seen that the schemes detail five standards below the Matriculation test with the subjects and the corresponding grant for each. I am of opinion that, unless a boy continues in a school for at least six months, the merits or demerits of the boy will not be due to the school; and so I trust six months should be the least time for which a boy should have attended a school for a grant to be issued in his name.

3. I further beg leave to remark that the lower standards have been so cast as to apply to all schools in general.

SCHEDULE A.

STANDARDS OF EXAMINATION.

A.—For European and Eurasian Schools.

1st (Lowest) Standard.

Reading.—Reading easy child's book.

Writing.—Writing words of one syllable.

Arithmetic.—Notation, Addition, and Subtraction.

2nd Standard.

Reading.—Reading easy narrative (intelligibly).

Writing.—Writing large hand fairly.

Arithmetic.—The Four Simple Rules.

3rd Standard.

Reading.—As of a Newspaper, and writing to dictation from the same.

Writing.—Fair small hand.

Arithmetic.—Simple and Compound Rules, and Rule of Three.

4th Standard.

English.—*(a.)* Reading and explanation of easy English Classics.

(b.) Recitation of classical poetry, 300 lines.

(c.) Dictation (including hand-writing.)

(d.) Grammar, the Rule of Syntax.

Optional Language.—Either Latin, Sanscrit, or any Vernacular language, with translation into English of easy sentences.

Mathematics.—*(a.)* Arithmetic, to Vulgar and Decimal Fractions.

(b.) Euclid, to the 10th Proposition, 1st Book.

(c.) Algebra, to the end of Subtraction.

5th Standard.

English—*(a.)* Paraphrase of English Poetry.

(b.) Grammar and analysis of sentences.

Optional Language.—Written translation into English from any ordinary school book, and *vice versâ.*

Mathematics—*(a.)* Arithmetic, complete with Mensuration.
(b.) Euclid, First Book.
(c.) Algebra, to Simple Equations.

B.—For Anglo-Vernacular Schools.

1st Standard.

English.—*(a.)* Reading of First Book, with explanation.
(b.) Spelling easy words.
(c.) Writing large hand.
Optional Language.—*(a.)* Reading Third Book, with explanation.
(b.) Writing easy words.
Arithmetic.—The Four Simple Rules.

2nd Standard.

English.—*(a.)* Reading and explanation of the Third Book.
(b.) Writing half text.
(c.) Grammar, Parts of Speech.
Optional Language.—*(a.)* Reading Fourth Book, with explanation.
(b.) Grammar, Declensions, and Conjugations.
Arithmetic.—The Simple and Compound Rules.

3rd Standard.

English.—*(a.)* Reading Fourth Book, with *vivâ voce* explanation in English or Vernacular.
(*b.*) Parsing easy sentences.
(*c.*) Writing fair small hand.
Optional Language.—(*a.*) Reading senior school books, with explanation.
(*b.*) Parsing of ordinary sentences.
Arithmetic.—Vulgar Fractions and Simple Proportion.

4th Standard.

English.—(*a.*) Reading and explanation of easy English Classics.
(*b.*) Recitation of Classical Poetry, 300 lines.
(*c.*) Dictation (including hand-writing).
(*d.*) Grammar, the Rules of Syntax.
Optional Language.—The same as for the corresponding standard of A.
Mathematics.— Ditto ditto ditto.

5th Standard.

The same as the corresponding standard of A.

C.—Vernacular Schools.

1st Standard.

Reading.—First and Second Books.

Writing.—Writing syllables.

Arithmetic.—Addition and Multiplication Tables.

2nd Standard.

Reading.—Reading and explanation of Third Book.

Writing.—Writing simple words.

Arithmetic.—The Four Simple Rules.

3rd Standard.

Reading.—Reading and explanation of easy Classics.

Writing.—Writing to dictation from a Senior Class Book.

Arithmetic.—Vulgar Fractions and Simple Proportion.

4th Standard.

Reading.—Reading and explanation of easy Classics; parsing of sentences from the same.

Writing to dictation from a senior class book.

Arithmetic.—Decimal Fractions and Proportion.

5th Standard.

Reading.—Reading and explanation of easy Classics; parsing of sentences from the same.

Writing to dictation from a Senior Class Book.

Arithmetic.—Complete with Mensuration.

SCHEDULE B.

Grants to Pupils passed under the several Standards.

For A and B.

			Rs.
To each pupil passed in	I	Standard	3
	II	„	6
	III	„	9
	IV	„	12
	V	„	15

For C.

			Rs.
To each pupil passed in	I	Standard	2
	II	„	4
	III	„	6
	IV	„	8
	V	„	10

From J. ARMSTRONG, ESQ., *Deputy Inspector of Schools, Tinnevelly, to the Director of Public Instruction,—(No 59, dated 2nd February* 1867*)*.

In accordance with the instructions contained in your memorandum No. 2452 of 23rd November last, I have the honor to submit herewith revised Schedules A and B for grants on payment by results.

SCHEDULE A.

STANDARDS OF EXAMINATION.

1st Standard.

Reading (slowly) First Book of Lessons, 1st Part, and writing on the sand words of one syllable.

2nd Standard.

1st Head.—Notation and Addition.

2nd Head.—*Writing* to dictation words of four letters on the Cadjan leaves.

3rd Head.—*Reading* (fairly) whole of First Book of Lessons.

3rd Standard.

1st Head.—*Arithmetic.*—Four Simple Rules.

2nd Head.—*Writing* large hand on the slate (with 60 per cent. of the words right) any words selected from book read in class.

3rd Head.—*Reading* and explanation of Second Book of Lessons.

4th Standard.

1st Head.—*Arithmetic.*—Four Compound Rules.

2nd Head.—(*a*) Reading and explanation of Third Book of Lessons; (*b*) writing a fair small hand (with 74 per cent. of the words right) from book read in class; (*c*) Tamil Grammar, Pope's 1st Tamil Grammar up to Verbs.

3rd Head.—English reading (fairly), translation and re-translation, Combaconum 1st English Reading Book.

5th Standard.

1st Head.—*Arithmetic.*—Simple Proportion.

2nd Head.—*Vernacular.*—(*a*) Tamil Minor Poets with explanation; (*b*) writing to dictation (with 75 per cent. of the words right); (*c*) Tamil Grammar—Pope's 2nd Catechism of Grammar, the whole.

3rd Head.—*English.*—Second Book of Lessons; reading (fairly); writing (fairly) to dictation (with 55 per cent. of the words right); translation from English into Vernacular, or *vice versâ;* easy parsing (without quoting rules.)

6th Standard.

1st Head.—(*a*) Arithmetic, Vulgar and Decimal Fractions; (*b*) Geometry, first book of Euclid; (*c*) Algebra, to Division.

2nd Head.—First two chapters in Pope's Anthology.

3rd Head.—*English* —(*a*) Selections in English Poetry, Part I (first half); Third Book of Lessons; reading; writing to dictation (with 75 per cent. of the words right); translation as before.

MATRICULATION.

SCHEDULE B.

Grants to Pupils passed under the several Standards.

	1st Head.	2nd Head.	3rd Head	TOTAL.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
I Standard	... ...	... ...	... ...	1 8 0
II "	1 8 0	0 12 0	0 12 0	3 0 0
III "	2 8 0	1 4 0	1 4 0	5 0 0
IV "	3 0 0	3 0 0	5 0 0	11 0 0
V "	4 0 0	4 0 0	10 0 0	18 0 0
VI "	20 0 0	10 0 0	20 0 0	50 0 0
Marticulation.	... ...	... ..	... ...	100 0 0

No scholar should be admitted to examination unless he has been reading in the school examined for at least six months preceding the examination.

(Signed) J. ARMSTRONG,
Deputy Inspector of Schools, Tinnevelly.

From P. VIJIARUNGA MOODELLIAR, ESQ., *Deputy Inspector of Schools, Madura, to the Director of Public Instruction,—(No.* 43, *dated 8th February* 1867).

I have the honor to submit herewith Schedules A and B, revised according to the instructions given in your memorandum No 2452 of the 23rd November last.

2. As I do not know the reasons under which separate standards and grants have been laid down for the European, Eurasian and Native schools, I have refrained from making that distinction in my schedules, and offered but one set of standards and one set of grants for all the schools.

3. In re-casting these schedules, I have also borne in mind your instructions contained in paragraph 3 of the memorandum, that the lower standards may also apply to indigenous schools.

4. I think that six months should be fixed as the minimum time for which a boy should have attended a particular school to allow of a grant being issued on his account.

5. I do not think that separate capitation grants should be given.

6. I think that boys may be allowed to *pass* any standard *twice*, and that only *half* grant should be sanctioned on the *second* occasion.

7. One important point in my schedules requires to be noticed, and that is fixing different standards for *each* subject, instead of grouping portions of different subjects under each standard. This arrangement, I think, will supersede any necessity that may exist for laying down different standards for the English, (or as they are termed European and Eurasian), the Anglo-Vernacular and the Vernacular schools, as is done in Bombay. Standards and grants may be laid down for Telugu, Canarese, Malayalum, Sanscrit, Latin, Greek, or any other language, or, indeed, for any other subject. From the fact of separate grants being laid down for the different *heads* under *each* standard in the Bombay schedules, it is to be presumed that boys need not pass in all the heads grouped together under any particular standard, and may draw grants under *one* or more as they choose. Perhaps boys presenting themselves for examination in any one standard are not to be tested in any of the heads placed under another standard. The easiest, and in my opinion, the most equitable, arrangement will be to allow boys to be examined in any subject they choose, and get the grants prescribed for the different standards into which that subject may be divided. It would be a different thing if the issue of any certificates of *general* proficiency, as in the case of the Matriculation and other University tests, is to be based upon these examinations.

8. In conclusion, I beg to submit to you as my opinion that "payment by results" is the most equitable system of grants that can be devised, and that, in order to give it a fair trial, the issue of grants under any other system must be absolutely stopped for a certain period, as has been done at Bombay. If both the systems are put in force, the teachers would avail themselves of that which is more advantageous to them under their peculiar circumstances. All uncertificated teachers would ask for "payment by results;" and those who hold certificates would find it easy, and indeed safe, to stand by such tests, for it is only in very extraordinary cases that grants to such teachers are stopped. These are sure of their grants for at least a year; for grants under the certificate system are issued in advance, and for what the teachers are *expected* to do. Under the present system, there is nothing to prevent the teacher of a "higher class" school drawing his grant for one whole year for doing little or nothing; and all that can be done, if the result of the inspector's examination at the end of the year prove to be a complete failure, is to stop his grant for a *future* year. I need not point out that "payment by results" is payment for what has actually been done.

9. Even should you not be prepared to recommend to Government the adoption of the system of "payment by results" in supersession of all others, I beg to be allowed to suggest that arrangements be made for making the certificate system of giving grants to private schools more equitable in its application than it is at present. I think that grants-in-aid of the salaries of teachers ought not only to have reference to the certificates which they hold, but also bear proper

proportions to the work which they have to perform. I shall illustrate what I mean by an example:—The Head Master of the Mission School at Ramnad does more work and teaches more advanced pupils than the Principal of the S. I. C. V. E. Society's Training Institution at Dindigul, and yet the former gets a grant, I believe, of Rs. 30, while the latter draws a grant of Rs. 142½ per mensem. If it can be said that, as Principal of a *Training* Institution, Mr. Yorke's work is more onerous than that of Mr. Allen, I would point out that the Head Master of the Government Normal School at Trichinopoly, drawing a salary of Rs. 120 per mensem, has been training every year a considerably greater number of young men, and for higher grades of certificates, then Mr. Yorke is able to do, drawing a salary of Rs. 285, and assisted by two other teachers, getting between them another large sum of Rs. 90 every month. The fault is not in Mr. Yorke, but in the society which makes use of such expensive agents, and in the system which sanctions such large grants to obtain such small results. I would ask if, under these circumstances, Mr. Yorke would chose to be paid by "results," and what amount of grant he would get if forced to do so. I submit that this want of proportion between the grant paid to a teacher and the work performed by him will be reduced to a minimum under no other system than that of their "payment-by-results."

SCHEDULE A.

Standards of Examination.

English—I. Reading words of two letters.—(Re. 1).

II. Reading and explaining the Combaconum First English Reading Book.

Translation and re-translation of the above.

Spelling 50 per cent. of the words selected from the above.—(Rs. 2.)

III. Reading and explaining Part I of the Madras School Book Society's Second Book of Reading.

Translation and re-translation from the above.

Writing to dictation any words selected from the above, with 60 per cent. of the words right.—(Rs. 3-8.)

IV. Reading and explaining the whole of the Madras School Book Society's Second Book of Reading.

Translation and re-translation from the above.

Writing to dictation any words selected from the above, with 70 per cent. of the words right, hand-writing being fair.

The Elements of English Grammar, Orthography and Etymology.—(Rs. 5.)

V. Reading and explaining the first half of the "Productions of Southern India." Translation and re-translation from the above.

Writing to dictation any words selected from the above, with 75 per cent. of the words right.

The Elements of English Grammar, the whole.

Selections in English Poetry No I, first 50 pages.—(Rs. 10.)

Tamil.—I. Reading the First Book of Lessons, Part I.—(Re 1.)

II. Reading the whole of First Book of Lessons with meanings.

Writing to dictation any words selected from the above, with 50 per cent. of the words right.—(Rs. 2.)

III. Reading and explaining the Second Book of Lessons.

Writing to dictation any words selected from the above, with 60 per cent. of the words right.

Minor poets; Attisudi ( ) and Kondraivendan ( ).—(Rs. 3-8.)

IV. Reading and explaining the first-half of the Third Book of Lessons.

Writing to dictation any words selected from the above, with 70 per cent. of the words right, hand-writing being fair.

Minor Poets, Vettivokai ( ) and Mudurai ( )

Pope's 1st Grammar, the whole.—(Rs. 5.)

V. Reading and explaining the second half of the Third Book of Lessons.

Writing to dictation any words selected from the whole book, with 75 per cent. of the words right, hand-writing being fair.

Minor Poets. Nalvali ( ), and Nannere ( ).

Pope's 2nd Grammar, the whole except Prosody.—(Rs. 7.)

Arithmetic.—I. Notation.—(Re. 1.)

II. The Four Simple Rules.—(Rs. 2.)

III. The Compound Rules including Reduction.—(Rs. 3-8.)

IV. The Vulgar Fractions.—(Rs. 5.)

V. The Decimal Fractions.—(Rs. 7.)

Geometry.—I. The first Book of Euclid up to 20 Propositions.—(Rs. 2.)

II. The first Book of Euclid, the whole.—(Rs. 5.)

III. The Second Book of Euclid.—(Rs. 7.)

Algebra.—I. Addition, Subtraction, Multiplication, and Division.—(Rs. 2.)

II. Fractions, Greatest Common Measure, and Least Common Multiple.—(Rs. 4.)

III. Involution, Evolution, and Surds.—*(Rs. 7.)*

Geography.—I. India (from the Manual of Geography).—(Re 1.)

II. Asia and Europe (ditto)—(Rs. 2.)

III. The whole of the Manual of Geography.—(Rs. 5.)

History.—I. Morris' History of India or England—to the Dissolution of the Mogul Empire, or to the end of the reign of King John—(Rs. 2.)

II. Do. do. to the Fall of Seringapatam, or to the end of the reign of Henry VII.—(Rs. 4.)

III. Morris' History of India or England to the end of the second Mahratta War, or of the Revolution.—(Rs. 7.)

SCHEDULE B.

Grants to Pupils passed under the several Standards.

Subject.	Standard					
	I.	II.	III.	IV.	V.	Matriculation.
	Rs.	Rs.	Rs.	Rs.	Rs.	
English	1	2	3½	5	10	....
Tamil	1	2	3½	5	7	....
Arithmetic	1	2	3½	5	7	....
			I.	II.	III.	
Geography	...	...	1	2	5	......
History	...	...	2	4	7	....
Geometry	...	...	2	5	7	....
Algebra	...	...	2	4	7	....
Total ...	3	6	17½	30	50	100

(Signed) P. VEJIARUNGA MOODELLIAR,
Deputy Inspector of Schools.

From V. Kristnama Charry, Esq., *Deputy Inspector of Schools, Madras, to the Director of Public Instruction,—(No. 11, dated 9th February* 1867*).*

Agreeably to your memorandum No. 2452 of the 23rd November last, I have the honor to submit herewith modified Schedules A and B for grants on the system of payment by results.

2. I believe it is not the intention of Government to discourage the certificate system, or to relax to a considerable degree the plan of examinations on which grants are awarded at present. I am convinced that what has been done already in this part of India to aid private schools is sound, and that no mistake would do more harm to the cause of education than to give the full advantages now dependent on the possession of teachers' certificates to masters who have not obtained them. Such a change would no doubt extend in a manner the operations of the grant-in-aid system, but it would operate as a premium on dispensing with certificated or qualified teachers; and to purchase, as it were, such a rapidity of extension by a loss of efficiency would be suicidal. Our schoolmasters are still very far from having attained a high standard, and anything like a discouragement of the certificate system, which necessarily tends to lower the standard of attainments, and thus allow the masters to deteriorate, would be truly a serious loss.

3. In so far as the choice lies between the system of grants towards the salaries of certificated teachers, and the system of payment for results, the managers of aided schools, as well as the authorities, are right in preferring the former generally, and I believe that the latter system, if retained at all to suit the present state of popular education, should be adopted only to help forward elementary schools and the indigenous schools of the country; and the system should be so applied as to stimulate unpassed teachers to qualify themselves for the certificates of the department.

4. Proceeding on these principles, I am disposed to think that the Schedules A and B now in force require no considerable modifications, or need not provide for so many complex standards and heads of examination as those introduced in Bombay, where the system of payment by results seems to be much more extensively adopted than in our own presidency.

5. In the modified Schedule A annexed, it will be observed that, while I have retained the same *number* of standards as at present, *viz.*, *three*, I have lowered the standards of examination somewhat. The standard in arithmetic, even after the alterations which have been recently sanctioned, is still too high, especially for the village vernacular schools, considering the crude system of arithmetic to which the people in the Tamil country are accustomed; and what is still demanded for the highest standard, *viz.*, "Arithmetic complete," is not feasible, being really as much as, and even more than, that required of the matriculation and teachers' certificate examinations; and so in reading and writing from dictation, also, of the two lower standards, a reduction is suggested, as the proficiency required by the present standards will be rarely forthcoming in the village schools and other schools of the same grade. The fact that the present standards have been found utterly inoperative as well in the case of the village schools up in the country, as in the case of the elementary schools in the presidency town, is a clear proof of their unsuitability to the circumstances to be met.

6. In the elementry schools in Madras, and sometimes in the mofussil also, we find that boys, after passing the first standard, commence a little English as a second language. To meet the case of such schools, (and these are not few), it is desirable to introduce a double test in language in the two higer standards, and leave it optional with school managers to present such boys for examination in one or both the languages, an additional grant being claimable on account of the pupils that pass in the second language.

7. It is not expected, I believe, that I should recommend standards of examination for other than *Native* schools. I would, however, observe with regard to European and Eurasian schools, that I do not see why a considerable difference should be made in the application of the result system to schools of this class, both as regards the standards of examination and the amounts to be paid. I would venture to suggest that one and the same set of schedules be laid down for all, the inspector substituting in their examinations, under the lower standards,

English books corresponding in difficulty to those generally used in Vernacular schools.

8. Next, as regards the grants of the present Schedule B;—these seem to be somewhat too small to remunerate the teachers fairly; and, unless they are raised, even the ordinary village school masters would not think it worth their while to improve their schools in order to avail themselves of the aid which the payment by the result system offers. I have, therefore, recommended in the revised schedule higher rates of grants, taking care, however, that the sums which can be drawn by a school under this system are less than what may be attained by the same school with certificated teachers to do its work.

9. As to the minimum time for which a pupil should have attended a school to justify the issue of a grant on his account, I am of opinion, that no pupil should be examined for payment unless he has been in the school for at least six months preceding the examination. Considering the migratory character of the pupils in town schools, I am certain few schools would be paid for the results of their own work if a shorter period than six months were fixed. To judge fairly of the results secured by the actual work of each aided school it would even be desirable to lengthen this period in the course of time, if not at present.

10. The proposal to grant an extra allowance to schools, called the "capitation grant," depending solely on the average attendance of pupils during the year, in addition to the grants determined by the results of instruction, would seem to meet a want seriously felt in schools. It would, by being made the source of a judcious system of rewards, place a new engine in the hands of managers and masters for securing that prime requisite of a good school, *viz.*, regularity and punctuality of attendance, not to mention the other general purposes to which such a grant may be applied. All this, no doubt, sounds plausible at first; but, on a more careful consideration, the capitation system seems quite inapplicable to this country under its present circumstances, being open to serious objections, two of which I may particularize here:—

(1.) There is the risk of error, confusion and fraud. The attendance registers kept by the masters are the only guide for determining the grants; and where the moral sense of the managers or teachers is uncommonly strong, the award of such grants, determined by an examination of the attendance registers regularly kept by them, would be really fair and beneficial. But in a country where there is the greatest difficulty in checking in any way the manner in which the attendances are reckoned, and where the entries in the registers do not always tell a true tale, this species of grants-in-aid cannot possibly have a fair trial. There may not always be an intention of acting dishonestly on the part of school managers, but there may be want of accuracy and care on the part of the person whose business it is to keep the registers, and Government would be frequently paying the capitation grant for a shadow instead of reality, and be offering, in the case of village schools, a temptation to unfair practices.

(2.) There is next the difficulty of securing a just and an equitable distribution of this species of grant. In large and wealthy towns and populous villages, even idle, but wordy and pretentious, masters can easily attract and retain a large number of pupils in their schools, while in small and thinly inhabited villages no amount of effort on the part of the teachers, however diligently and zealously they may work, will secure to them an equally large or regular attendance of pupils, because they have to deal with a scanty and a poor population. To offer, therefore, a capitation grant at the same rate to both classes of schools would be simply petting the teachers in towns, and insulting those in the rural parts of the country. It would be really offering less relief to the latter, working under special and local difficulties, and who, therefore, most need Government help, than to the former, who, from their local advantages, would not quite deserve it, or perhaps would be slow to seek it.

11. I need not go further into this question of capitation grants, but would only add that I have carefully thought it over and over, and have come to the conclusion, that it is neither safe nor expedient to provide for such grants in this presidency for the present.

12. Having submitted, as above, my opinions on the several points to which particular attention is called in your memorandum under reply; I may as well bring to your notice the practical difficulty that will first present itself, when we begin to apply the payment-for-results system to the village schools in Coimbatore, North Arcot, and other districts. According to the Grant-in-aid Rules, the Government propose to deal with the proprietors or competent managers, and not directly with the teachers of a school, and require some body to guarantee the existence of the school at least for a year, and to exercise a careful superintendence over its working, as well as to submit accurate returns. The village schools are the property of the schoolmasters themselves, which they start, keep, abandon, and renew whenever they choose to do so. If these men formed an integral part of the village community dependent on the villagers for a certain means of livelihood, as was probably the case in olden times, before the era of conquest and social revolutions, the requisite managing agency might be easily found in the headmen, to whom everybody in the village looked up, and on them might be thrown the responsibility of maintaining the school for a certain period, and fulfiling the other conditions of the Grant-in-aid Rules. But the state of the village community has been re-modelled or disorganized, and the old village system has been completely broken down, so that there are no hereditary headmen, nor are there hereditary schoolmasters in the villages. Consequently, in the case of the village schools with which Government have at present any connection, the work of superintending them and furnishing the periodical returns has to be performed by the inspecting agency of the Educational Department.

13. Then, again, the award of grants to the schools of this class should not be at such a long interval as twelve months, as it will slacken the interest first excited in the school; and the mere promise of giving the grant at the end of a year, after a rigid examination would take away, instead of giving, the stimulus which the village masters need so much in working up their schools to the required standard. But this difficulty could be got over by paying the annual grant, not in a lump

but in two or three instalments. This, however, is not so difficult a question to solve, as the absence of a responsible agency in the rural parts of the country to guarantee the *permanence* of the schools and punctual submission of grant-in-aid bills and periodical returns.

SCHEDULE A.

Standards of Examination.

1st (lowest) standard.

1st Head.—*Reading* clearly easy school book (such as first book of lessons), and giving meanings of words and phrases.

2nd Head.—*Writing* legibly easy words and short simple sentences dictated from the portions of the text book already read, in large hand (with 45 per cent. of the words right).

3rd Head.—*Arithmetic.*—Decimal system of notation, Addition (with English figures), and Multiplication Table.

2nd (middle) standard.

1st Head.—(*a.*) *Vernacular.*—Reading clearly easy narrative (such as the Second Book of Lessons), including meanings of words and sentences; easy Poetry (like Athichudi); Parts of Speech and declension of Nouns.

(*b.*) *English.*—Reading easy school book clearly (such as the First Book of Lessons), including translation of words and simple sentences.

2nd Head.—(*a*). *Vernacular.*—Writing legibly to dictation, with 60 per cent. of the words right.

(*b.*) *English.*—Writing in large hand to dictation easy words and phrases from the reading book (with 45 per cent. of the words right).

3rd Head.—*Arithmetic.*—The Four Simple Rules (excluding problems).

3rd (highest) standard.

1st Head.—(*a.*) *Vernacular.*—Reading fluently from advanced books (like the Third Book or Panchathanthram), explanation and parsing. Easy poetry, including paraphrase and parsing.

(*b.*) *English.*—Reading clearly and fairly, from slightly more advanced school books, including meanings of words and sentences, reciprocal translation, and pointing out Parts of Speech.

2nd Head.—(*a.*) *Vernacular.*—Writing neatly from dictation (with 70 per cent. of the words right).

(*b.*) *English.*—Writing legibly to dictation from the reading book (with 60 per cent. of the words right).

3rd Head.—*Arithmetic.*—The Four Simple and Compound Rules, Reduction, and Tables inclusive.

SCHEDULE B.

Grants to Pupils passed under the several Standards and Heads.

	1st Head—Reading.	2nd Head—Writing.	3rd Head—Arithmetic.	TOTAL.
	Rs.	Rs.	Rs.	Rs.
1st Standard	1½	1	2	4½
2nd " ... (a.) Vernacular ...	3	2	4	9
(b.) English ...	4	2		10
3rd " ... (a.) Vernacular ...	6	3	6	15
(b.) English ...	7	3		16

NOTE.—It is to be left optional with school managers or masters to pass their pupils under (*a.*) or (*b.*) or both heads in reading and writing in the two higher standards.

(Signed) V. KRISTNAMAH CHARRY,
Deputy Inspector of Schools.

From C. ELIAYATAMBI PILLAI, ESQ., *Deputy Inspector of Schools, Salem District, to the Director of Public Instruction,—(No.* 204, *dated* 18*th February* 1867).

With reference to your Proceedings, 23rd November 1866, No. 2452, I have the honor to bring the following for your consideration.

2. My experience in the inspecting agency extends for a few months only, and that too over Government schools, there being no grant-in-aid school in the Salem district; consequently, my opinion regarding the modifications in Schedules A and B of the Grant-in-aid Rules now in force, would be such as could be drawn from my short experience as Deputy Inspector of Government Native schools. The standards, as my opinion goes, may be fixed upon thus:—

SCHEDULE A.

STANDARD OF EXAMINATION, NATIVE SCHOOLS.

1st or lowest standard (Vernacular).

Reading.—As from the First Book of Lessons taught in Government schools, Part I thoroughly and Part II moderately.

Spelling.—Easy words, similar to those occurring in the above book.

Writing.—Clear hand-writing (though not neat) to dictation from the above book.

Arithmetic.—Numeration, Addition, Subtraction, and the Multiplication Tables.

2nd or middle standard (Anglo-Vernacular).

ENGLISH.

Reading.—As from the First Book of Lessons published by the School Book Society.

Spelling of some such words occurring in the above book.

Writing.—The alphabet (both small and large).

VERNACULAR.

Reading.—Clear and intelligible as from the Second Book of Lessons.

Writing.—Legible hand to dictation from the above book, without five gross mistakes.

Grammar.—Elementary knowledge of Orthography, and ability to distinguish the Parts of Speech.

Arithmetic.—The Four Simple and Compound Rules, with Proportion.

3rd or highest standard (Anglo-Vernacular).

ENGLISH.

Reading.—Clear and intelligible as from the Third Reader, or from any easy poetical work.

Grammar.—Elementary knowledge.

Writing.—Legible and clear hand to dictation from the above book, without five gross mistakes.

Translation of easy sentences from English into Tamil and *vice versâ.*

VERNACULAR.

Reading.—Clear and intelligible as from the Third Book of Lessons.

Writing.—Clear and neat hand to dictation from the above book, without three gross mistakes.

Grammar.—Elementary knowledge.

Arithmetic.—The whole of Colenso's Arithmetic, with the exception of Stocks.

Geometry.—Euclid, first book.

As to the grants to each pupil passed under the several standards, it seems, in my humble opinion, that, as the schoolmaster's task is one of the most difficult works, and especially as he has to take more pains in the minor schools, ample compensation should be made for his trouble. At present, some of the masters are on a receipt of Rs. 5, 6, and 7, which is, perhaps, the pay of a peon or a butler under a gentleman. Consequently, it would not be an easy task to obtain masters of this sort.

Upon this consideration, it would seem advantageous to raise the grants a little higher.

SCHEDULE B.

Grants to Pupils passed under the several Standards (Native Schools).

	Standard.	Rs.	A.	P.
To each pupil passed under ...	1st	4	0	0
	2nd	10	0	0
	3rd	16	0	0

The minimum time for which a boy should have attended a particular school to get a grant on his account may be three months.

From B. Krishna Rao, Esq., *Deputy Inspector of Schools, North Arcot, to the Director of Public Instruction,*—(*No* 226, *dated* 11*th February* 1867).

With reference to your Proceedings, dated 23rd November 1866, No. 2452, I have the honor to submit for your consideration the accompanying Schedules A and B, and to inform you that my observations relate to Native schools, my experience in the department being confined only to Vernacular and Anglo-Vernacular schools.

2. From the experience I have had of Vernacular schools of the lower order in my range, I find that the present standards of examination prescribed for Vernacular schools in the Schedule A of the Grant-in-aid Rules now in force are very high. The children that are sent up to such schools are generally the sons of poor and ignorant ryots, who can hardly appreciate the importance of high education, and consequently, the assistance that schoolmasters expect from such people is very trifling. The fee in these schools varies from 1 to 2 annas for each pupil, and the fee collections amount, at an average, to nearly Rs. 2 a month in a school of about 20 boys, which could hardly suffice for the maintenance of a single individual now-a-days; and the Government aid also is equally insignificant. Under these circumstances, it is hopeless to procure the services of teachers who will not only be efficient to train up students to such high standards, but who will also be satisfied with a small pittance of about Rs. 2 a month.

3. The vast difference that exists in the income of a school master of greater qualifications and that of a low revenue official of less qualifications is a death-blow to the profession of a teacher.

4. Besides, the absence of all attractions to the position of a schoolmaster is another great discouragement, and we can even say that his position is far worse than that of a butler or an ayah in a gentleman's house. A simplification, therefore, of the standards, as proposed in the Schedule A, and the increase of grants, as specified in the Schedule B will, as far as I can judge, secure the rapid spread of elementary education among villagers, and also the ready services of teachers.

SCHEDULE A.

Standards of Examination.

B.—Native Schools.

1*st* (*lowest standard*).

Vernacular.

1. *Reading* sentences of three or four words.
2. *Writing* small sentences to dictation.
3. *Arithmetic* to Simple Subtraction.

2*nd* (*middle standard*).

Vernacular.

1. *Reading* easy school books clear and intelligent.
2. *Writing* legible hand without gross mistakes.
3. *Arithmetic* inclusive of Rule of Three.

3rd (Highest) Standard.

ANGLO-VERNACULAR.

1. *English.*—Reading Second Book of Lessons.
2. *Writing* English to dictation, such as the Second Book of Lessons.
3. *Translation* from English into Vernacular, and *vice versâ.*
4. *Arithmetic* to Vulgar Fractions.

SCHEDULE B.

GRANTS TO PUPILS PASSED UNDER THE SEVERAL STANDARDS.

B.—Native Schools.

	Standard.	Rupees.
To each pupil passed under ...	1st	5
	2nd	10
	3rd	15

(Sd.) B. KRISHNA RAO.

Abstract Return of Institutions receiving aid on the 31st March 1867.

Description of Institutions.	Number of Institutions.	Number on the Rolls.	Average Grant per School. Rs. A. P.	Average expenditure from all sources per School. Rs. A. P.	REMARKS.
Schools of the higher class ...	15	3,657	2,593 2 5	8,647 9 9	The Doveton College is included among the higher class schools. The Palghaut School is omitted, as the Commissioners drew no grants till after the close of the official year. The Gospel Society's School at Trichinopoly is also omitted, as no grants are entered for it in the inspector's financial returns; an inquiry will be instituted on the point.
Do. middle do. ...	154	10,913	351 0 3	1,660 2 7	
Do. lower do. ...	706	20,228	31 5 0	115 10 6	
Normal School	4	462	1,567 13 4	6,372 4 0	

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION, MADRAS,
7th October 1867.

(Sd.) E. B. POWELL,
Director of Public Instruction.

From E. C. BAYLEY, ESQ., *Secy. to the Govt. of India,* HOME DEPT., *to the Chief Secretary to the Government of Fort St. George,—(No. 12, dated 9th January* 1868).

I am directed to acknowledge receipt of Mr. Arbuthnot's letter No. 336, dated 25th October last, submitting the Report called for

on the 15th June 1866, on the practical working of the Educational Grant-in-aid Rules in the Madras presidency, and requesting, with reference to the remarks made by the Secretary of State in his despatch of the 9th March 1866, that, with certain amendments which have been provisionally sanctioned by the Madras Government, those rules may be allowed to "remain in force for a few years longer, or at all events until a more lengthened experience shall have furnished adequate data for forming a satisfactory judgment as to their practical working."

2. In reply, I am directed to state that, as the Madras Government and the best authorities whose institutions are affected by the rules, and who have been consulted on the subject, are satisfied with the system of grants-in-aid now in force in the Madras presidency as being sound, and well suited to the circumstances of that part of India; and as the rules are working satisfactorily, and gradual but very decided progress is being made every year, the request contained in the concluding paragraph of your letter will be recommended to the favorable consideration of the Secretary of State.

3. The Governor General in Council is of opinion that the specific objections urged by the Secretary of State to the operation of the Madras rules, have been fairly and fully replied to; but with regard to that part of the system which relates to payment by results, there is one point which the Government of India would wish to be again considered by the Madras Government. His Excellency the Governor in Council, adopting the words of the Reverend Dr. Caldwell, states, in respect of the system of payment by results, that the Government should content itself with getting "its money's worth of results for the money it grants," and has therefore disallowed a rule by which Mr. Powell, the Director of Public Instruction, would propose to limit the total grant to any school to a moiety of the aggregate expenditure on the salaries of teachers in boys' schools, and of teachers and servants in girls' schools. It is stated by Mr. Powell as his reason for proposing this rule, that otherwise Government might practically be paying the entire cost of the school, and the grant would not be a grant-"*in-aid*" at all.

4. Mr. Powell's proposed rule went perhaps beyond what is necessary, but the evil he apprehends is not, the Government of India believes, wholly improbable, and it would defeat the main object of the grant-in-aid system. The Governor General in Council admits that it would be an hardship if one school, by careful teaching and sound economy, should get at a smaller private cost as good or better educational results, than another with a higher private expenditure, and yet should not receive the same encouragement from Government; still, it must be borne in mind that the grant-in-aid system should not in any form *supersede* private expenditure, or as education improves a far higher burden will be forced upon the Government than it has undertaken, or can properly afford to bear.

While, therefore, the rigid rule proposed by Mr. Powell, was properly negatived, it still seems to the Governor General in Council expedient to require in every aided school a certificate of expenditure, so that if it be found that Government does by the means of payment

by results, generally bear more than its fair shape of the cost of education in aided schools, it may have data from which to discover that this is the case, and to be able to reduce the rate of payment.

5. As regards the effect of the present system upon Vernacular education (referred to in paragraph 6), the Governor General in Council will be glad to receive the explanatory information which the Director of Public Instruction may submit after communication with the inspectors and managers of schools. But the Madras Government is reminded that in no part of India has any great extension of elementary education been effected under the grant-in-aid system, and that such extension should rather be looked for from the operation of the educational cess which it is hoped will ere long be in force throughout the whole of the presidency.

This was anticipated by the Secretary of State,—see paragraphs 37, 49—53, of the Educational Despatch of 1859, No. 4.

Reported to the Right Hon'ble the Secretary of State for India.

XIV,—*continued.*

WORKING OF THE GRANT-IN-AID RULES IN BOMBAY.

From C. GONNE, ESQ., *Secretary to the Government of Bombay, to the Secretary to the Government of India,* HOME DEPARTMENT,—*(No.* 58, *dated 9th September* 1867*)*.

Referring to your letter, with enclosures, No. 1647, dated the 21st December 1866, I have the honor, by direction of His Excellency the Governor in Council, to forward to you copy of a report* received from the Director of Public Instruction, affording the information required by the Government of India, relative to the first year's working of the Grant-in-aid Rules now in force in the Bombay presidency.

* No. 1103, dated 24th July 1867.

2. I am at the same time desired to annex copy of a Resolution passed by this Government, under date the 3rd instant, on Sir A. Grant's Report.

From SIR A. GRANT, *Bart., Director of Public Instruction, Bombay, to the Secretary to the Government of Bombay,*—(*No.* 1103, *dated 24th July* 1867*)*.

In reference to the Government Resolution No. 389, dated July 1867, and previous correspondence, I have the honor to report on the first year's working of the Grant-in-aid Rules now in force in the Bombay presidency.

2. The Provisional Revised Rules for Grants-in-aid on the system of payment-for-results, of which copy is annexed for reference, were issued under date the 21st February 1866. The first article in these rules required (for budget purposes) that school managers, desirous of receiving grants, should apply for registration six months before the close of the official year. Owing, however, to the late period of the official year at which the rules were first issued, indulgence in this respect was allowed, and applications for grants under the system where received up to the end of April 1866.

Appendix A.

Mr. Moore, Educational Inspector in Sind, says :—

"This system has made a fair start in the province. The Mission schools at Hyderabad and Kurrachee have been examined under the standards during the year. The St. Patrick's (Roman Catholic) School has since been examined, and the Marathi School has been registered for examination. I consider that the introduction of this system is calculated to exercise a very beneficial effect. The system of marking is minute and tedious to the examiners, but it has its advantages. It enables a comparison to be drawn between schools of the same class, and it thus inspires the masters and pupils with emulation. It moreover greatly assists the inspectorial staff, for after a school has once been examined and marked, it enables the inspector to judge at the next examination what progress a school has made during the year; and to private scholastic institutions, it affords liberal pecuniary assistance, for want of which the efforts of many such schools are retarded."

10. My own general report of the system would be, that it has exceeded my most sanguine expectations. The remarks on the subject, which I have introduced in my Annual Report for the past year, are as follows :—

"From a departmental point of view, the system is of course most satisfactory, for it stimulates the managers of private schools to fresh exertion in the improvement of their pupils; it tends to the constant raising and keeping up of the schools; it prevents the attention of teachers being concentrated on the best pupils to the neglect of others; it relieves the inspecting officers of all responsibility in stating his "impressions;" it gives a reason for every increase or diminution of Governmental aid; it is as liberal and yet an economical system, for not a rupee is paid except for actual progress in a pupil, and though an efficient school may obtain under the system a third of its expenses from Government, a school must be exceptionally efficient to obtain a higher rate of aid than this. But as far as we have gone, the system appears to be not only popular with this department but also, almost equally so, with the managers of private schools. There is no doubt that it will obtain considerable extension, and be productive of great good in the future. I shall cordially welcome every fresh advance which the system makes, being confident that, as long as it is properly administered, it is a just system, and that it will tend to produce an amount of secular instruction, which Government could not otherwise have produced except at far greater cost. The grants hitherto awarded 'for results' have been made to schools previously existing, and have been almost confined to the large towns of Bombay and Poona; but I already see traces of the action of the system in calling schools into existence. When the Missionary Societies, Railway Companies, and analogous bodies have done their part in school extension under this system, the question will arise, how far the Native communities will take it up. And with regard to this, it must be remembered that the grant-in-aid system implies effective school management by private bodies, which implies local enlightenment; and therefore I would say, that it would be hardly fair to the people who bear the burden of a local cess, and are eager for instruction, if Government were entirely to wait upon the development of a grant-in-aid system, especially in a country like this. I think that this system should for the present be looked on as subsidiary to the operations of Government, and should not be made to set aside the principle suggested above (para. 29 of *Annual Report*), that an Anglo-Vernacular school should be provided for the people in every *talooka*, and a *high school* in every zillah, at the cost of the State. There are two other considerations which I would venture to submit in connection with our recent inauguration of the grant-in-aid system :— 1*st*, that there are some things which we can never look to this system to supply for India, namely, the introduction of higher learning and science; 2*nd*, that the development of the system will call imperatively for the maintenance of a high class of educational inspectors, and therefore for placing the superior appointments of the educational service on a better footing than they hold a present."

11. Modifications in detail of the standards of examination will of course be suggested by practice; but, speaking broadly, I should say that we have happily hit on a just proportion of payments to the attainments of scholars. It will be observed that Major Waddington desiderates in his report the addition of history and geography to the subjects of examination. These subjects were at first omitted, from an impression that they were to some extent indefinite, and therefore unfittedo be included among standards of qualification for payments.

But on experience it has appeared that there would be no serious objection to the inclusion of these subjects, and Government have accordingly sanctioned a slight modification of Schedules A and B for this year's use. Copy of their Notification, dated 5th June 1867, is annexed.

Appendix E.

12. It was represented to the Government by the Diocesan Board of Education, Bombay, that the revised rules, though generally liberal in their conditions, were not adapted to meet the case of schools when first being founded, as such schools could not be expected during their first year to have attained sufficient organization to enable them to obtain a fair share of aid on the principle of payment-for-results. Government, taking this consideration into view, have conceded that any school which can be shown to have been much wanted, and to have been established under difficulties, may, if favorably reported on, receive, for the first year only, the half of its current expenses from the State, on the understanding that after the first year it will be dealt with according to the ordinary rules.

APPENDIX A.

EDUCATIONAL DEPARTMENT.

The Hon'ble the Governor in Council is pleased to publish for general information the following Provisional Revised Rules for Grants-in-aid in the Bombay presidency :—

Provisional Revised Rules for Grants in aid in the Bombay presidency on the system of payment by results.

Aid will henceforward be experimentally given to schools under recognized management, in accordance with the following rules, which supersede those published in the *Government Gazette* of the 8th July 1858 and the 26th November 1863, and which will remain in force for two years from the present date, being then subject to revision, as experience may show to be needed.

1. The managers of schools who may be desirous of receiving aid from the State must, on their first application, be registered in the office of the Director of Public Instruction, at least six months before the commencement of the official year then next following.

2. The application for registration must be accompanied by one or other of the forms appended (*see* Schedule C), which must afford full information on the points enumerated.

3. All registered schools will be inspected once during the official year by the Government inspecting officer, who will give notice to the managers beforehand of the probable time of examination.

4. Provided, that if the inspecting officer on his visit shall consider the arrangements of any school to be palpably defective as regards accommodation, registry of attendance, or otherwise, he may decline to examine, forwarding, however, a full report of his reasons for so declining, to the Director of Public Instruction and the school managers.

5. The inspecting officer will examine all the pupils submitted to him, according to the standard for which they may be respectively presented (*see* Schedule A), and will furnish the managers with a certificate of the number of pupils passed by him under each standard, and of the number entitled to capitation.

6. The number of pupils presented for examination must in no case exceed the average number who have been in attendance during the previous twelve months, and no pupil will be examined who has not attended the school for at least the one month immediately preceding the examination.

7. It is to be understood that no pupil, except in European and Eurasian schools, shall be allowed to pass twice under the same standard, or to be examined for a certificate more than once during the official year.

8. No pupil will be examined, or have his attendance counted in calculating the average attendance, who is below six or above twenty-two years of age.

9. After each examination, the managers should forward to the educational inspector an abstract for the amount to which they may be entitled under Standards I to V of Schedule B, accompanied by the certificate mentioned in Rule 5.

10. Grants for matriculation will only be awarded to a school in the case of boys who have attended that school for two full years preceding. Applications on this account should be forwarded to the Director of Public Instruction by the managers immediately after the Matriculation Examination, accompanied in each case by a copy of the University Registrar's certificate, and an authenticated statement of the boy's attendance at the school.

11. Schools which at present receive aid from the State cannot, unless they elect to renounce such aid, present pupils for examination under these rules. But this proviso is not in any way meant to affect the allowances made by the State to soldiers' orphans.

12. Aid may also be granted under the above rules to such private schools as are considered by the Educational Department to be under proper management.

13. All schools receiving aid from the State under the above rules will be required to furnish all returns called for by the Government of India.

14. It is to be clearly understood that grants cannot be claimed under the above rules irrespective of the circumstances of the case and the limits of the sum at the disposal of Government. Should a grant be in any case refused, the reasons for refusal will be communicated to the applicants, and will also be published in the Administration Report of the Educational Department.

(Signed) A. GRANT,

Director of Public Instruction, Bombay.

SCHEDULE A.

STANDARDS OF EXAMINATION.

For European and Eurasian Schools.

I. STANDARD—

1st Head.—Multiplication Tables and Simple Addition.

2nd Head.—Reading easy child's book and writing words of one syllable.

II. STANDARD—

1st Head.—Arithmetic, First Four Rules.

2nd Head.—Reading easy narrative.

3rd Head.—Writing large hand.

III. STANDARD—

1st Head.—Arithmetic to Rule of Three inclusive.

2nd Head.—Writing fair small hand.

3rd Head.—

(*a*) Repetition of 100 lines of easy poetry.

(*b*) Reading as of a newspaper.

4th Head.—Writing to dictation from the same.

IV. STANDARD.—

1st Head.—Mathematics—

(*a*) Arithmetic to Vulgar and Decimal Fractions.

(*b*) Euclid to the 10th Proposition, 1st Book.

(*c*) Algebra up to Multiplication and Subtraction.

2nd Head.—English—

(*a*) Reading and explanation of easy English classics.

(*b*) Recitation of classical poetry (300 lines).

(*c*) Dictation, including handwriting.

(*d*) Grammar, Rules of Syntax.

3rd Head.—Second language, *i. e.*, either Latin, Sanscrit, or any Vernacular Language.

Written translation into English of easy sentences.

V. STANDARD.—

1st Head.—Mathematics—

(*a*) Arithmetic complete with Mensuration.

(*b*) Euclid, 1st Book with Simple Deductions.

(*c*) Algebra to Simple Equations.

2nd Head.—English—

(*a*) Paraphrase of English poetry.

(*b*) Grammar and analysis of sentences.

(*c*) Composition on a given subject.

3rd Head.—Second language, *i. e.*, either Latin, Sanscrit, or any Vernacular Language.

Written translation into English from any ordinary school book, and *vice versâ*.

VI. STANDARD.—Matriculation in the University of Bombay.

N. B.—Under each of the 3rd, 4th, and 5th standards, pupils may be allowed to pass twice, but not more than twice.

For Anglo-Vernacular Schools.

I. STANDARD—

1st Head.—Arithmetic, Four Simple Rules.

2nd Head.—English—

(*a*) Reading of 1st and 2nd Books with explanation.

(*b*) Spelling easy words.

(*c*) Writing large hand.

3rd Head.—Vernacular—

(*a*) Reading 3rd Book with explanation.

(*b*) Writing easy words.

II. STANDARD—

1st Head.—Arithmetic—

Reduction and Four Compound Rules.

2nd Head—English—

(*a*) Reading and explaining 3rd Book.

(*b*) Writing half-text.

(*c*) Grammar. Parts of Speech.

(*d*) Written translation into English of easy sentences.

3rd Head.—Vernacular—

(*a*) Reading 4th Book with explanation.

(*b*) Writing.

(*c*) Grammar, Declensions and Conjugations.

III. STANDARD—

1st Head—Arithmetic—

To Simple Proportion and Interest inclusive.

2nd Head.—English—

(*a*) Reading 4th Book with *vivâ voce* explanation, in English or Vernacular.

(*b*) Parsing easy sentences.

(*c*) Writing fair small hand.

3rd Head.—Vernacular—

(*a*) Reading senior school books with explanation.

(*b*) Writing easy sentences to dictation.
(*c*) Easy parsing.
(*d*) Written translation into English from any ordinary school book.

IV. STANDARD—

1st Head.—Mathematics—

(*a*) Arithmetic up to Compound Proportion, and Vulgar and Decimal Fractions.
(*b*) Euclid. To the end of the 10th Proposition, 1st Book.
(*c*) Algebra. Multiplication and Subtraction.

2nd Head.—English—

(*a*) Reading senior school books with explanation.
(*b*) Dictation, including hand-writing.
(*c*) Grammar, common Rules of Syntax.

3rd Head.—Vernacular—

(*a*) Translation from English into Vernacular, or *vice versâ*, of any senior school book.
(*b*) Writing to dictation from the same.
(*c*) Grammar of sentences.

V. STANDARD—

1st Head.—Mathematics—

(*a*) Arithmetic complete.
(*b*) Euclid, 1st Book, with Simple Deductions.
(*c*) Algebra to Simple Equations.

2nd Head.—English—

(*a*) Reading, and explanation of the simpler English classics.
(*b*) Paraphrase.
(*c*) Grammar and analysis of sentences.

3rd Head.—Vernacular—

(*a*) Translation from English into Vernacular, or *vice versâ*.
(*b*) Paraphrase of Vernacular poetry taken from ordinary school books.
(*c*) Vernacular Grammar and Idioms.

VI. STANDARD.—Matriculation—

N. B.—The examination under the IV and V Standards will be conducted in English.

For Vernacular Schools.

I. STANDARD—

1st Head.—Arithmetic, Addition and Multiplication Tables.
2nd Head.—Writing Syllables.
3rd Head.—Reading 1st and 2nd Books

II.—STANDARD—

1st Head.—Arithmetic. Four Simple Rules.
2nd Head—
(*a*) Writing simple words.
(*b*) Reading and explanation of 3rd Book.

III. STANDARD—

1st Head.—Arithmetic up to Rule of Three.
2nd Head.—Writing to dictation from a senior school book.
3rd Head.—Reading and explanation of 4th Book.

IV. STANDARD—

1st Head.—Arithmetic complete.
2nd Head.—Vernacular. Writing from dictation.
3rd Head—
(*a*) Reading current Vernacular Literature, including newspapers.
(*b*) Paraphrasing Vernacular poetry taken from ordinary school books.
4th Head—
(*a*) Vernacular Grammar.

N. B.—Portuguese schools will be entitled to the same grants as Vernacular and Anglo-Vernacular schools. As regards these, the words "Portuguese" and "Anglo-Portuguese" may be read throughout the Rules and Schedules for Vernacular and Anglo-Vernacular.

(Sd.) A. GRANT,

Director of Public Instruction, Bombay.

SCHEDULE B.

GRANTS TO PUPILS PASSED UNDER THE SEVERVAL STANDARDS.

For European and Eurasian Schools.

		1st Head.	2nd Head.	3rd Head.	4th Head.	TOTAL. Rs.
I.	STANDARD ...	5	5	0	0	10
II.	" ...	5	5	5	0	15
III.	" ...	10	5	5	5	25
IV.	" ...	20	15	15	0	50
V.	" ...	30	30	30	0	90
VI.	" ...	0	0	0	0	150

In addition to the above, in the case of girls, Rs. 5 under the 2nd standard, and Rs. 10 under the 3rd standard, may be awarded for good plain needlework.

For Anglo-Vernacular Schoools.

		1st Head.	2nd Head.	3rd Head.	TOTAL. Rs.
I.	STANDARD ...	2	2	2	6
II.	" ...	3	3	3	9
III.	" ...	4	4	4	12
VI.	" ...	7	7	7	21
V.	" ...	10	10	10	30
VI.	" ...	0	0	0	100

With capitation allowance of Rs. 2 on the average atttendance of pupils during the year.

For Vernacular Schools.

		1st Head.	2nd Head.	3rd Head.	4th Head.	TOTAL. Rs.
I.	STANDARD ...	1	0	0	0	1
II.	" ...	1	1	0	0	2
III.	" ...	1	1	1	0	3
IV.	" ...	1	1	1	1	4

With capitation allowance of As. 8 on the average attendance of pupils during the year.

N. B.—No capitation allowance will be granted to private schools admitted to aid under Rule 12. Nor will any school be entitled to capitation allowance as an Anglo-Vernacular School, which does not educate pupils up to the 3rd Anglo-Vernacular Standard.

(Signed) A. GRANT,

Director of Public Instruction, Bombay.

SCHEDULE C.

Form I.

For Schools under recognized management.

1	2	3	4	5	6
Locality.	Description of School.	Persons responsible for its managment.	Average annual expenditure on secular education.	Probable number of Pupils that will be presented for examination under each standard at the inspection or Matriculation Examination during the year for which a grant is requested.	Remarks.

Form II.

For Private Schools.

1	2	3	4	5	6	7	8
Locality.	Description of School.	Date of Establishment.	Names, ages, and places of education of the Master and Assistant Masters.	Total amount of fees annually received for instruction.	Probable number of Pupils that will be presented for examination under each standard at the Inspection or Matriculation Examination during the year for which a grant is requested.	Names, places of abode, &c., of parties to whom reference may be made.	Remarks.

(Signed) A. GRANT,
Director of Public Instruction, Bombay.

APPENDIX C.

Memorandum by SIR A. GRANT, *Bart., Director of Public Instruction, Bombay,—(No.* 1375, *dated* 29*th September* 1866*).*

In order to give the greatest possible explicitness to the Provisional Revised Rules for Grants-in-aid at present in force, the following notes on Schedules A and B are published for the information and guidance of school managers and of inspecting officers.

A.—NOTES ON STANDARDS OF EXAMINATION IN SCHEDULE A OF THE GRANT-IN-AID REVISED RULES.

EUROPEAN SCHOOLS.

1st Standard.

1st Head.—Simple Addition to be done on slates.

2nd Head.—Writing words of one syllable. *This is to be merely a test of penmanship, as shown in the formation of letters. Copy-books previously* done to be submitted. In case of doubt, but not otherwise, the inspector will make the child write in his presence, either in a copy-book or on a slate.

Easy child's book to be a book of one syllable, brought by the inspector. Only reading, and not explanation, to be required.

2nd Standard.

1st Head.—First four Simple Rules are meant.

2nd Head.—Reading easy narrative, *i. e.*, a story book (such as Edgeworth's Easy Lessons), to be brought by the inspector. A general understanding of the narrative to be implied.

3rd Head.—Copy-books to be submitted; in case of doubt, writing in presence of the inspector to be called for.

3rd Standard.

1st Head.—This is meant to include Four Compound Rules, Reduction, and Simple Rule of Three, involving whole numbers.

2nd Head.—Copy-books to be submitted.

3rd Head.—(*a*) No remark required.

(*b*) Narrative or news portion of a newspaper (to be brought by the inspector) is here implied, with general understanding of the meaning.

4th Head.—Writing to dictation 10 lines.

4th Standard.

1st Head.—(*a*) Implies the same amount of Arithmetic as in Standard III, with the addition of Greatest Common Measure, Least Common Multiple, Practice, Proportion complete, and Vulgar and Decimal Fractions.

(*b*) No remark.

(*c*) Implies Addition, Subtraction, and Multiplication, both of Integers and Fractions in Algebra.

2nd Head.—(*a*) Under this sub-division will be accepted any of the following or analogous works, at the discretion of school managers: Goldsmith's, Johnson's, or Macaulay's prose or poetry; Defoe's Works, Pope's Homer, Southey's Life of Nelson, Cowper's Poetry. Any portion of the book selected to be read at the choice of the inspector. Fairly accurate understanding of the passage read to be required.

(*b*) Classical Poetry, *i. e.*, as mentioned in the last sub-division.

(*c*) Dictation. Ten lines of some easy English classic as above specified. The writing to be clear and current.

(*d*) Practical knowledge of the Rules of Syntax to be required, as shown by parsing any portion of the lines of poetry brought up for recitation.

3rd Head.—Translation to be made of six sentences not before seen by the candidate. In the case of Latin and Sanskrit the sentences to be such as those in an ordinary Delectus. In the case of a vernacular language, the sentences to be such as in 4th Departmental Marathi Book, or 5th Gujarathi Book, of the Government departmental series, or as in the easy portions of the Bagh-o-Bahar.

5th Standard.

1st Head.—(*a*) Implies the same amount as in Standard IV, with the addition of Interest, Discount, Stocks, Profit and Loss, Insurance, &c., Square and Cube Root, and Arithmetical Mensuration of Areas and solids.

(*b*) No remark.

(*c*) Implies the same amount of Algebra as in Standard IV, with Division, Greatest Common Measure, Least Common Multiple, Involution and Evolution, Square Root, and Simple Equation of all kinds.

2nd Head.—(*a*) Ten lines to be selected for paraphrase out of a portion of not less than 1,000 lines brought up by the candidate.

(*b*) No remark.

(*c*) Implies short essays, or letter-writing on simple subjects. Good sense and taste in the matter of the composition, as well as correctness in expression and writing to be taken into consideration.

3rd Head.—Two passages to be translated, of about 15 lines each—one passage to be of prose, and one of poetry. In Sanskrit, books like the Hitopodesh and the Shanskar Ratnaval will be accepted, at the discretion of school managers. In Latin, books like Eutropius Cornelius Nepos, and the easier books of Ovid. In Vernacular languages, books like the 6th Marathi and 7th Gujarathi Book of the departmental series.

The piece for translation from English to consist of 15 lines of the simplest style of narrative.

ANGLO-VERNACULAR SCHOOLS.

1st Standard.

1st Head.—No remark.

2nd Head.—No remark.

3rd Head.—(*a*) No remark.

(*b*) Authenticated copy-books to be submitted; in case of doubt, writing in the presence of the inspector to be called for.

4th Head.—(*a*) In reading Gujarathi, the 4th book should be understood.

(*b*) Implies copy-book writing—in Marathi, of Balbodh and Moni; in Gujarathi, of Balbodh and Gujarathi.

2nd Standard.

1st Head.—No remark.

2nd Head.—(*a*) Implies Book III, Part I, of departmental series, or any analogous book.

(*b*) Implies copy-books.

(*c*) Implies distinguishing parts of speech in the piece read.

(*d*) Implies six sentences (of about six words each) in which no difference of idiom is involved.

3rd Head.—(*a*) Implies 5th Gujarathi Book.

(*b*) Good Balbodh and Modi, or Gujarathi writing (on sheets of paper, or slates), to be submitted.

(*c*) To be tested in connection with the reading, involves knowledge of parts of speech, as well as declension and conjugation.

3rd Standard.

1st Head.—*Implies the same amount of Arithmetic as in Standard II, with the addition of Simple Proportion and Simple Interest.*

2nd Head.—(*a*) Implies Book II, Part II, of departmental series, 4th Book of Irish Series, or any analogous book.

(*b*) Implies parsing, with reference to accidence only, of easy sentences selected from the book read.

(*c*) Ruled copy-books to be submitted.

3rd Head.—(*a*) Implies 5th and 6th Marathi, or 6th and 7th Gujarathi Books, of departmental series, or any analogous books.

(*b*) Implies writing 10 lines. Sentences to be such as those in the 3rd or 4th Marathi (4th or 5th Gujarathi) Books.

(*c*) To be tested in connection with the reading.

(*d*) Implies a translation of about 15 lines from any prose part in the 3rd or (4th Marathi, 4th or 5th Gujarathi) Books.

4th Standard.

1st Head.—(*a*) Implies the same amount of Arithmetic as in Standard III, with the addition of Compound Proportion, Greatest Common Measure, Least Common Multiple, Practice, and Vulgar and Decimal Fractions.

(*b*) No remark.

(*c*) Implies Addition, Subtraction and Multiplication, both of Integers and Fractions, in Algebra.

2nd Head.—(*a*) Implies Book III, Part II, of departmental series, or analogous books.

(*b*) Implies writing 10 lines, to be selected from the same book in good current hand.

(*c*) To be tested in conjunction with reading.

3rd Head.—(*a*) Implies a translation of 15 lines from the two highest school-books, in some Vernacular or English series; the translation to be from or into English at the option of the inspector.

(*b*) Implies writing a passage of 10 lines from 5th and 6th Marathi, or 6th or 7th Gujarathi Books.

5th Standard.

1st Head.—(*a*) Implies the same amount of Arithmetic as in Standard IV, with the addition of Compound Interest, Profit and Loss, Stocks, Insurance, &c., Square and Cube Root, Mensuration of Areas and Solids.

(*b*) No remark.

(*c*) Implies the same amount of Algebra as in Standard V, for European schools.

2nd Head.—(*a*) Implies the same as Standard IV, 2nd head, for European schools.

(*b*) As in Standard V, 2nd head (*a*) for European schools.

(*c*) No remark.

3rd Head.—(*a*) Implies 15 lines from some such book as "Life of Socrates," or "Arabian Nights" (in Marathi), or "Life of Columbus" (Gujarathi), to be selected by the inspector, and some easy English prose classic, at the option of the inspector.

(*b*) Implies paraphrase of from 10 to 15 lines, according to the length of the metre.

(*c*) Implies correction of wrong sentences and thorough grammatical analysis.

VERNACULAR SCHOOLS.

1st Standard.

1st Head.—Native Tables (complete) are implied.

2nd Head.—Writing to dictation on slates.

3rd Head.—No remark.

2nd Standard.

1st Head.—No remark.

2nd Head.—(*a*) (*b*) } No remark.

3rd Standard.

1st Head.—Implies the same amount as in Standard II (above), with the addition of four Compound Rules, Reduction and Simple Proportion.

2nd Head.—Implies 10 lines from 4th Book Marathi (or 5th Gujarathi Series).

3rd Head.—Implies reading and explanation of the same.

4th Standard.

1st Head.—No remark.

2nd Head.—Implies 10 lines from the two highest books of Vernacular series or any Vernacular newspaper.

3rd Head.– (*a*) Implies explanation of the matter read.

(*b*) Implies paraphrase of poetical pieces in 4th Marathi or 5th Gujarathi Book, 5 or 6 lines to be paraphrased.

4th Head.—To be tested in connection with reading, knowledge of Dadoba's larger Grammar, or some analogous book implied.

B.—GENERAL RULES FOR PASSING UNDER STANDARDS IN SCHEDULE A.

1st.—No child to be examined under the heads of more than one standard.

2nd.—To pass under any head, a child must obtain one-third of the aggregate marks given for that head, and one-fourth of the marks assigned to each sub-division of that head.

3rd.—The following is the maximum of marks to each Head and Sub-division :—

EUROPEAN SCHOOLS.

1st Standard.

1st Head	100	2nd Head	100

2nd Standard.

1st Head	100	3rd Head	100
2nd Head	100		

3rd Standard.

1st Head	100	3rd Head—(*b*)	75
2nd Head	100	4th Head	100
3rd Head—(*a*)	25		

4th Standard.

1st Head—(*a*)	50	2nd Head—(*b*)	15
(*b*)	25	(*c*)	25
(*c*) ...	25	(*d*)	25
2nd Head—(*a*)	35	3rd Head	100

5th Standard.

1st Head—(*a*)	40	2nd Head—(*b*)	35
(*b*)	30	(*c*)	30
(*c*)	30	3rd Head	100
2nd Head—(*a*)	35		

ANGLO-VERNACULAR SCHOOLS.

1st Standard.

1st Head	100	2nd Head—(*c*)	25
2nd Head—(*a*)	50	3rd Head—(*a*)	60
(*b*)	25	(*b*)	40

2nd Standard.

1st Head	100	2nd Head—(*d*)	30
2nd Head—(*a*)	40	3rd Head—(*a*)	50
(*b*)	15	(*b*)	20
(*c*)	15	(*c*)	30

3rd Standard.

1st Head	100	3rd Head—(*a*)	40
2nd Head—(*a*)	50	(*b*)	15
(*b*)	30	(*c*)	15
(*c*)	20	(*d*)	30

4th Standard.

1st Head—(a)	50	2nd Head—(c)	30
(b)	25	3rd Head—(a)	50
(c)	25	(b)	25
2nd Head—(a)	40	(c)	25
(b)	30		

5th Standard.

1st Head—(a)	40	2nd Head—(c)	30
(b)	30	3rd Head—(a)	30
(c)	30	(b)	40
2nd Head—(a)	35	(c)	30
(b)	35		

VERNACULAR SCHOOLS.

1st Standard.

1st Head	100	3rd Head	100
2nd Head	100		

2nd Standard.

1st Head	100	2nd Head—(b)	75
2nd Head—(a)	25		

3rd Standard.

1st Head	100	3rd Head	100
2nd Head	100		

4th Standard.

1st Head	100	3rd Head—(b)	50
2nd Head	100	4th Head	100
3rd Head—(a)	50		

Note on Schedule B.—By the term "average attendance" is to be understood the average daily attendance of pupils. It is recommended that forms of registry, such as those used in the central division, be adopted. Copies of these forms may be obtained on application to the Educational Inspector, Central Division.

(Signed) A. GRANT,

Director of Public Instruction, Bombay.

A copy of this report should be sent to the Government of India, with reference to Mr. Secretary Bayley's letter No. 1647 of the 21st December last, and to the Secretary of State.

From A. P. HOWELL, ESQ., *Under-Secy. to the Govt. of India,* HOME DEPT., *to the Secretary to the Government of Bombay,—(No.* 5071, *dated* 2nd *October* 1867*).*

I am directed to acknowledge the receipt of the report upon the first year's working of the Grant-in-aid Rules now in force in the presidency of Bombay, with the Resolution of the Government of Bombay thereon, submitted in your letter No. 58, dated the 9th ultimo.

2. The results of the first year's operations are, I am to say, not unsatisfactory, but no confident judgment can be formed of the economy and efficiency of the system until Government has longer experience of its working. Sir Alexander Grant's opinion of the system is valuable, and the Governor General in Council accepts it as correct, so far as regards the prospects of the class of schools it is intended to benefit.

3. The Governor General in Council would wish to be informed whether by "private schools" (para. 10) is meant schools which are supported mainly by private subscriptions or endowments, and are under private, as distinguished from Government management. If so, the grant to them of Government aid is quite regular. But it is presumed that the Government of Bombay would not consider as eligible for grants-in-aid schools which are sources of profit to individuals, and in fact merely private speculations which yield a profit to their proprietors over and above a reasonable salary, inasmuch as the principle of the grant-in-aid system is that Government expenditure is only incurred when the local income is inadequate to meet the absolutely necessary outlay.

From C. GONNE, ESQ., *Secretary to the Government of Bombay, to the Under-Secretary to the Government of India,* HOME DEPT.,—*(No.* 76, *dated* 8*th November* 1867*).*

I am directed to acknowledge the receipt of your letter No. 5071, dated the 2nd ultimo, communicating the views of the Government of India on the subject of the Grant-in-aid Rules now in force in the presidency of Bombay, and also enquiring whether by "private schools" is meant schools which are supported mainly by private subscriptions or endowments and are under private, as distinguished from Government, management.

2. With reference to this enquiry, I am to transmit, for submission to His Excellency the Governor General in Council, the accompanying copy of a letter No. 2147, dated the 26th ultimo, from the Director of Public Instruction, and to express the concurrence of this Government in the views of Sir A. Grant.

From SIR A. GRANT, *Bart., Director of Public Instruction, Bombay, to the Secretary to the Government of Bombay,—(No.* 2147, *dated 26th October* 1867*)*.

I have the honor to acknowledge the Resolution of Government, No. 622, dated 21st instant, forwarding the sentiments and instructions of the Government of India in regard to the first year's working of the Grant-in-aid Rules now in force in the Bombay presidency.

Letter of Under-Secretary to Government of India, No. 5071, dated 2nd October 1867.

2. In reply to para. 3 of the letter forwarded, I beg to state, for the information of the Governor General in Council, that the term "private schools" in para. 10 of my report on the working of the Grant-in-aid Rules is meant simply to designate schools under private as distinguished from Government management.

3. In Article 12 of the provisional Grant-in-aid Rules the term is used in a different sense to indicate schools managed by private individuals as distinguished from schools under recognized management, *i. e.*, under the management of Missionary Societies or similar bodies.

Art. 12.—Aid may also be granted under the above rules to such private schools as are considered by the Educational Department to be under proper management.

4. Schools kept and managed by individuals are treated under the rules differently from schools under "recognized management." A different form of application for aid is prescribed for them. (See Schedule C of the Rules.) A closer scrutiny of their exact character and position is required before any application with regard to them can be entertained. This department is fully alive to the principle that schools which are merely private speculations for the profit of individuals, are not eligible for grants from Government.

5. The only instance in which a grant has as yet been made to a school kept and managed by a private individual has been that of the Poona Seminary, kept by the late Reverend Mr. Cassidy, a hard-working Baptist Clergyman, who was making a bare subsistence out of a school for European and Eurasian boys of the lower or middle classes. This school supplied a great want at Poona, and the loss of Mr. Cassidy, who is now deceased, will be much felt by the community. A grant to such a school under the system of payments-for-results has—*first*, the effect of raising by its stimulus the whole character of the instruction in the school; and *secondly*, it may enable the manager of the school to employ additional teachers, and thus to benefit the pupils who are supposed to belong to a class not able to afford large schooling fees.

6. Another kind of private school would be, in my opinion, advantageously brought under the grant-in-aid system; I mean the indigenous schools throughout the country. Payments-for-results to such schools would be the most efficacious way of inducing a wide-spread adoption of these standards of instruction which experience shows to be

the best for the people of this country. The payments to indigenous schools under Vernacular standards would be in themselves small. They could not amount to any considerable sum in the aggregate without having produced in the mean time a large diffusion of primary instruction and of habits of discipline and order.

7. Before, however, admitting any school kept by a private individual to the privilege of being examined for a grant, I should require:—

1st.—To be fully satisfied about the character, antecedents, and objects of the school manager.

2nd.—That his pupils were not of a class fully able to remunerate his exertions by school-fees.

3rd.—That he could show trustworthy registers of the attendance of his pupils for some time past, so as to prevent his obtaining payments for scholars who had imbibed their knowledge elsewhere.

With these provisos I think that the system of payment-for-results may be with advantage extended to private schools.

Reported to the Right Hon'ble the Secretary of State for India.

XV.

SCHOLARSHIPS IN COLLEGES IN THE PUNJAB.

From T. H. THORNTON, ESQ., *Secretary to the Government of the Punjab, to the Secretary to the Government of India,* HOME DEPT.,—*(No.* 255, *dated* 3*rd May* 1865*).*

I am directed to submit for the favorable consideration of the Supreme Government, copy of a letter No. 151, dated 20th ultimo, from the Director of Public Instruction, applying for an increase to the scholarship allowance of the Lahore and Delhi Colleges; and to state that the Hon'ble the Lieutenant Governor supports this application.

2. The usual tabular statement is forwarded.

From the Director of Public Instruction, Punjab, to the Secretary to the Government of the Punjab,—(*No.* 151, *dated 20th April* 1865).

By orders of the Supreme Government in the Home Department under date the 15th April 1864, sanctioning establishments for the

Lahore and Delhi Colleges, Rs. 200 per mensem in all, *i. e.* Rs. 100 for each college, were passed on account of scholarships. This allowance enabled me to retain at college nearly all the students who matriculated in December 1863, but it will not, of course, suffice to pay for the scholarships of the fresh batch of students, who have since matriculated in December 1864, and are now also pursuing their college course.

2. I have, therefore, entered in the imperial educational budget for 1865-66, Rs. 400 in all, *i. e.*, Rs. 200 for each college on account of scholarships; but as the amount is included among fixed charges, I understand from the Civil Pay Master that the express sanction of the Supreme Government to the increase of expenditure under this head will be needed before he can pass the additional sums.

3. I now beg that the Government of India may be solicited to sanction the proposed increase to college scholarships of Rs. 200 per mensem for the year 1865-66, and that a similar increase may be allowed in each of the two years succeeding that, so that there may be a provision of Rs. 100 per mensem in each college for each of the four classes, which must be eventually formed, if these institutions are to fulfil their object of preparing students for the degree of B. A. The number of classes will not exceed four (unless it be found possible hereafter to retain students for the further Honor Examinations required of candidates for the M. A. degree, on which it is needless to speculate at present), as only one class is formed each year out of the students who matriculate annually, and students who, at the end of these 2nd and 4th years in college, are unable to pass their First Arts and B. A. Examinations cannot be advanced higher, while those who pass the latter examination will have completed their ordinary college course, and will start on their future career in life. Thus, when the colleges are in full working order, with four classes in each, the whole cost of scholarships, will be Rs. 800 per mensem, or Rs. 400 for each college.

4. The scholarships at present given, or promised in the colleges, range from Rs. 12 to 15 for those students who matriculated in December 1864, and are now in the 1st year's college class, and from Rs. 16 to 24 for those who matriculated in December 1863, and are now in the 2nd year's college class. There are 15 students of the latter, and 16 of the former class, attending the two colleges. I should mention that scholarship-holders have, like all other college students, to pay the prescribed monthly tuition-fee of Rs. 2 each.

5. I annex the usual tabular statement of increase of expenditure for submission to the Supreme Government in case it is needed.

Tabular Statement of the Increase of Charges proposed for the Lahore and Delhi Colleges.

Office to which the Proposition belongs.	Nature of Charges.			Ordinary.						Casual or Extraordinary.	Grounds of Proposition.	Local Government's recommendation.	Orders of the Government of India.		
				Permanent		Temporary							Home Dept.	Financial Department.	
		Present Establishment.	Proposed Establishment.	Increase per month.	Decrease per month.	Increase per month.		Decrease per month.							
						Period.		Period.					Remarks.	Remarks.	Orders.
		Rs. A. P.	Rs. A. P.	Rs. A. P.											
Lahore College.	1 Principal with house-rent	760 0 0	760 0 0												
	1 Professor ditto ...	600 0 0	600 0 0												
	1 Arabic Professor	150 0 0	150 0 0												
	1 Librarian	50 0 0	50 0 0												
	2 Chupprassies at Rs. 5 each	10 0 0	10 0 0												
	Scholarships	100 0 0	200 0 0	100 0 0											
	Total ...	1,670 0 0	1,770 0 0	100 0 0											
Delhi College.	1 Principal with house-rent	660 0 0	600 0 0												
	1 Professor ditto ...	500 0 0	500 0 0												
	1 Arabic ditto ...	150 0 0	150 0 0												
	1 Librarian	50 0 0	50 0 0												
	2 Chupprassies at Rs. 5 each	10 0 0	10 0 0												
	Scholarships	100 0 0	200 0 0	100 0 0											
	Total ...	1,470 0 0	1,570 0 0	100 0 0											

Lahore;
The 20th April, 1865.

(Signed) A. R. FULLER,
Director of Public Instruction, Punjab.

From A. M. MONTEATH, ESQ., *Under-Secy. to the Govt. of India*, HOME DEPT., *to the Secretary to the Government of the Punjab,—(No.* 854, *dated* 31*st May* 1865*)*.

I am directed to acknowledge the receipt of your letter No. 255, dated the 3rd instant, submitting an application for additional allowance for scholarships in the Lahore and Delhi Colleges, and in reply to communicate the following observations.

2. The information furnished is not so full and explicit as could be wished in regard to the number and amounts of the scholarships proposed to be given, or as to the circumstances under which so large an outlay is deemed necessary. These are points, however, which obviously require the fullest explanation, for the proposition, as it stands, to expend Rs. 400 per mensem in scholarships among students numbering at present altogether only 31, seems to involve so wide a departure from the rules and limits which ordinarily govern the distribution of such rewards, that a doubt occurs whether the real scope of Captain Fuller's proposal may be correctly apprehended.

3. The proposed sum of Rs. 400 per mensem would apparently suffice to give to *every one* of the students now in the two colleges a monthly stipend of about Rs. 13, being one Rupee more than the average value of the Bengal junior scholarships for exactly the same class of students (first and second years) and open to be competed for at the University Entrance Examination by the numerous candidates from all schools, Government and private, in the Lower Provinces of Bengal. And this is not an extreme way of representing the case, for, even assuming the intended number of scholarships to be as per margin, the proposition must be viewed as contemplating the distribution among 31 students of no less than 24 prizes, the minimum value (Rs. 12) being equal to the average value of the corresponding scholarships in Bengal, and the highest value (Rs. 24) being one-third greater than the maximum rate (Rs. 18) in Bengal.

200÷14 (*i. e.,*) the mean value of the proposed 1st year's scholarships	=14
200÷20 (*i. e.,*) the mean value of the proposed 2nd year's scholarships	=10
TOTAL ...	24

4. The object of scholarships should be to encourage and reward special merit, and the Governor General in Council can hardly think that it can be intended by the Punjab Government to recommend so wide a departure from that object as would be involved in a proposal to give rewards of this nature to all, or nearly all the students.

5. Even admitting the possible propriety of extending a more than ordinarily liberal encouragement of this sort during the infancy of college education in the Punjab, the Governor General in Council would suppose that scholarships for about *one-third* of the total number of students ought to be *amply sufficient*. This would give about 10 scholarships, which, at an average of Rs. 12 each (the average amount of the Bengal junior scholarships), would make a total charge of Rs. 120 per mensem for the students of both colleges, being less by Rs. 280 than the amount proposed, and falling short by Rs. 80 of the amount (Rs. 200) already sanctioned.

6. Adverting to the remark made by the Director of Public Instruction, to the effect that "scholarship-holders have, like all other college students, to pay the prescribed monthly tuition-fee of Rs. 2 each," it may be pointed out that the same rule prevails in Bengal*, where the fees vary from Rs. 2 to 4 and 5 in the mofussil colleges, while in the Presidency College the fee is Rs. 10.

* Subject to the limit that the amount of fee paid by a scholarship-holder shall not exceed Rs. 5 per mensem.

From T. H. THORNTON, ESQ., *Secretary to the Government of the Punjab, to the Secretary to the Government of India*, HOME DEPT.,—(*No.* 397, *dated* 9*th September* 1865).

With reference to your office letter No. 854, dated 31st May last, regarding grant for scholarships in the Punjab, I am directed to forward copy of a letter from the Director of Public Instruction, No. 259, dated 24th July last.

2. The Lieutenant Governor had first objected to the introduction into this explanatory letter of a new element by the inclusion of students of the Mission College in the scheme now submitted. But as the Director has in reply referred to paragraph 5 of your letter No. 2054, dated 30th June last, as evincing a desire on the part of the Supreme Government, that "a broad scheme be brought forward for the grant of college scholarships open to matriculated students attending any educational institution whatever in the province so long as it is affiliated to the Calcutta University;" and as the Lieutenant Governor himself entirely concurs in the expediency of applying to all classes of colleges such privileges in this matter as may be conceded to one, His Honor has withdrawn his objection on this score.

3. There will, doubtless, be differences of opinion as to the expediency of introducing in the present state of our population a high order of education based upon *European models*. But we have *deliberately adopted this principle* here as elsewhere, and His Honor has himself no doubt that, by special encouragement of our most advanced scholars at the present time, the Punjab will, ere long, as wealth, enterprize, and an appreciation of the value of knowledge advance, take its place with provinces hitherto more favored in these respects in the march of educational progress. While it is certain that much of the heavy outlay which has already been incurred on colleges will be in a great measure sacrificed, if the additional stimulus now solicited be withheld at the present critical period, His Honor, therefore, submits the director's letter as it stands, in the hope that, on a review of the arguments urged by him, the outlay *solicited by him of* Rs. *12,006**

	Rs.
* Arrears for three months of 1864-65, *viz.*, January to March 1865; the scholarships being granted from January, owing to the University Examinations being held in December, or at Rs. 692 per mensem for 48 students for three months ...	2,076
For the remaining nine months of 1865, at the same rate	6,228
For the three months of 1865-66, at Rs. 1,234 for 85 students, or end of budget year 1865-66	3,702
TOTAL ...	12,006

for the current year for the support of 48 matriculated students in three institutions may be granted.

4. The amount required for the three first months of the calendar year 1866 is calculated as follows :—

For Matriculated Students of—

December 1863.	Rs.	December 1864.	Rs.	December 1865.	Rs.
3 at Rs. 32 each=	96	4 at Rs. 18 each=	72	4 at Rs. 18 each=	72
6 at Rs. 27 " =	162	19 at Rs. 14 " =	266	19 at Rs. 14 " =	266
		3 at Rs. 10 " =	30	27 at Rs. 10 " =	270
Total ...	258		368		608

or 258 + 368 + 608=Rs. 1,234 per mensem.

From the Director of Public Instruction, Punjab, to the Secretary to the Government of the Punjab,—(No. 259, dated 24th July 1865).

Scholarships in Government Colleges of the Punjab.

In reply to your No. 307, dated 21st June 1865, I have the honor to submit the following remarks on the points discussed in No. 854, dated 31st May 1865, from Under-Secretary to Government of India, Home Department, to your address, regarding the amount of scholarships to be allowed in the Lahore and Delhi Colleges.

At present every college student should have a scholarship.

2. My proposal undoubtedly was, and is, that, for the present, every student at colleges in the Punjab should receive an allowance from Government just sufficient to maintain him there, unless he or his parents have the means themselves of providing for his maintenance. For this is the only way in which we can hope at first to keep the colleges, both Government and private, supplied with a sufficiency of students, and prevent the time of the principals and professors from being wasted in lecturing to miserably small classes.

So ruled by late Lieutenant Governor in regard to students of College Department of the Lahore Mission School.

3. I may also mention that I am not singular in my views, for the Hon'ble the late Lieutenant Governor carried out the principle still further by directing scholarships to be paid from the grant-in-aid assignment of the imperial educational budget to every student in the College Department of the Lahore Mission School, equal to the average drawn by scholarship-holders in the Lahore Government College; and when I proposed calculating that average, not on the number of scholarship-holders, but, on the whole number of students in the Government College, whether drawing scholarships or not, His Honor objected to the reduction that

would thereby be caused in the value of scholarships granted in the College Department of the Mission School. (See No. 656, dated 31st October 1864, from Secretary to Government, Punjab, to my address, and previous correspondence).

Necessity for this in Punjab Colleges at present explained.

4. I readily admit that scholarships, properly so called, should be awarded to the meritorious among a host of competitors, as is the case in every country that can boast of even moderate intellectual advancement. But in the Punjab, colleges have only just been opened, and the advantages of University education are not yet properly appreciated, because they have not yet in any case been realized here, as elsewhere, by the advancement of those so liberally educated to posts of the highest dignity and emolument. Moreover, the inhabitants of the Punjab, as compared with other parts of the Bengal presidency, are decidedly poor, especially the upper classes, from which our college students ought chiefly to be drawn, as most likely to possess the requisite leisure and means for pursuing so long and advanced a course of study as is required by the University for its Degrees. In the Punjab, then, I submit, that scholarships must be, for some time to come at any rate, regarded rather in the light of stipends or subsistence allowances to poor but willing and laborious students, than as rewards to the meritorious out of a host of competitors.

Otherwise the services of Principals and Professors will be thrown away in lecturing to miserably small classes.

5. I would, therefore, most earnestly solicit His Excellency the Viceroy in Council to re-consider the supposition "that scholarships for about one-third of the whole number of students ought to be amply sufficient." Out of the 31 matriculated students at the Lahore and Delhi Government Colleges, only three have sufficient means of their own to support themselves there, and not a few of the rest are very unsettled, and desirous of leaving to enter on some employment, because their scholarships do not afford them a bare subsistence. If two-thirds of the present scholarships were, under the foregoing rule, withdrawn, two-thirds of the students would infallibly disappear. The result would be, that the two Government colleges, each with a tutorial staff and establishment, costing from Rs. 1,400 to 1,600 per mensem, would be educating only 10 or 12 students, and without any prospect of increasing the number to any appreciable extent for years to come. Or, to be plain, after sanctioning so large an expenditure to start the Punjab colleges, the Supreme Government, for the sake of one or two hundred Rupees a month more, would utterly prevent the due development of those institutions; and the previous and current heavy expenditure, instead of being turned to the best account and made to yield the largest return of well-educated college men, would, on the contrary, be lamentably wasted on the education of a very small number. In fact, if the rule suggested be carried out strictly, as there are only three college students able to remain without assistance from Government, only one, or at the outside two, scholarships would be allowed, so that only one-third of the whole number might receive those rewards.

6. I submit, that it would be far better economy on the part of Government to give such liberal scholarships, and to such an extent as would secure the attendance of matriculated students, to the extent of at least 20 during the 1st and 2nd years, and of at least 15 in the 3rd and 4th years, as classes of that number will fairly occupy the time of the college staff. To secure this end partially, if not entirely, I would invite the consideration of the Hon'ble the Lieutenant Governor and of His Excellency the Viceroy in Council to a closer comparison of the status of the Punjab and of Bengal Proper in regard to this matter of college scholarships. I select Bengal, because constant reference is made throughout the Supreme Government's letter to the state of affairs there, and it is evidently held up to us as a model, to which we should strive to attain.

Closer comparison between the Punjab and Lower Bengal invited with regard to the number and value of College Scholarships granted.

7. Now I find that, in the province of Lower Bengal, according to its Educational Report for 1863-64, no less a sum than Rs. 61,752 is annually spent in college scholarships, as will be seen from the following figures:—

Rs. 61,752 annually spent in Bengal for this purpose.

Junior Scholarships.	Rs.	*Bengal Senior Scholarships.*	Rs.
10 at Rs. 18 each per mensem	180	9 at Rs. 32 each per mensem	288
50 at ,, 14 ,,	700	15 at ,, 27 ,,	405
100 at ,, 10 ,,	1,000		
160	1,880	24	693
	12		12
ANNUAL TOTAL ...	22,560	ANNUAL TOTAL ...	8,316

Total annual value of Bengal junior and senior scholarships Rs. 30,876; and as they are awarded annually, but are tenable for two years, this amount must be doubled to show the total annual expenditure on them, which is therefore Rs. 61,752.

8. If, then, the comparatively richr povince of Bengal, where English education of a high standard has been going on for years, say in the ratio of about a quarter of a century to every year that it has been at work in the Punjab, is found to require this pecuniary stimulus, *à fortiori*, must a proportional stimulus of this kind be needed in the latter province, which suffers under the disadvantages of want of wealth, as well as dearth of education of a high standard. In short, if the 40 millions of inhabitants in Bengal are allowed to draw Rs. 61,752 annually by way of college scholarships, the 15 millions in the Punjab are, by a simple Rule-of-three, seen entitled to Rs. 23,157 annually for the same purpose.

Proportional expenditure required for the Punjab should be Rs. 23,157.

Detail of College Scholarships at Bengal rates that could be granted out of above sum.

9. This amount would admit of senior and junior scholarships at the Bengal rates being established in the Punjab to the following extent :—

Junior Scholarships.

	Rs.
4 at Rs. 18 each per mensem	72
19 at ,, 14 ,,	266
37 at ,, 10 ,,	370
60	708
	12
ANNUAL TOTAL	... 8,496

Punjab Senior Scholarships.

	Rs.
3 at Rs. 32 each per mensem	... 96
6 at ,, 27 ,,	... 162
9	258
	12
ANNUAL TOTAL	... 3,096

Total of proposed Punjab senior and junior scholarships for colleges, Rs. 11,592; and as they would be awarded annually, but be tenable for two years, the total annual expenditure would amount to Rs. 23,184.

Introduction of the Bengal system expedient.

10. My original proposal only contemplated providing scholarships for students at the two Government colleges, leaving those at private colleges to be supplied, under the orders of the Punjab Government quoted in my 3rd paragraph, out of the grant-in-aid assignment of the imperial educational budget. But I should be very glad to see the Bengal system of awarding the scholarships, as far as they will go, among all candidates, whether belonging to Government or private colleges, affiliated to the Calcutta University by open competition, and on the results of the University Examinations.

Proposal to establish 60 Junior and 9 Senior Scholarships on that system accordingly to be held in Government and Aided Colleges of the Punjab.

11. I therefore beg most earnestly to solicit favorable consideration to my present proposal for establishing 60 junior and 9 senior scholarships, as detailed in paragraph 9, to be held by college students in the Punjab at affiliated institutions, whether Government or private, the former by such students as have matriculated, and the latter by those only who have passed the First Examination in Arts. The limit of annual expenditure would be Rs. 23,184, but it would be some time before a sufficient number of candidates were qualified to take up all the scholarships, so that in the first few years there would be considerable savings. During those few years, every matriculated student who chose to continue his studies at college to the satisfaction of its authorities would receive a scholarship, and the competition would be confined to securing those of the higher value. But the day cannot be far distant when the number matriculating annually will far exceed 60, the full number of junior scholarships proposed for them; and then the competitions for even those of lowest value will be keen, and the views of the Supreme Government that these scholarships should be the reward of the meritorious out of a host of competitors will be fully realized. That my expectations are not oversanguine may be judged from the following statistics: In December 1861, five candidates only from the

Punjab matriculated; in 1862, eight; in 1863, twenty-five, and in 1864, thirty-five; and for 1865 I can certainly guarantee 50 successful candidates out of upwards of 70 who intended to go up for the next December Entrance Examination.

Present expenditure that will be entailed thereby for the calendar year 1865.

12. In conclusion, I have only to note the expenditure that would actually be incurred during the current *calendar year of* 1865, in carrying out the above proposal. Besides the 31 students already mentioned as attending Government colleges, there are 17 in the College Department of the Lahore Mission School, or a total of 48. Of these, 22 matriculated in December 1863, and 26 in December 1864, so that they would take up the following scholarships only :—

Viz., the 22 *Students of December* 1863, *and the* 26 *Students of December* 1864.

	Rs.		Rs.
4 at Rs. 18 each per mensem	72	4 at Rs. 18 each per mensem	72
18 at „ 14 „ ...	252	19 at „ 14 „ ...	266
		3 at „ 10 „ ...	30
22 TOTAL ...	324	26 TOTAL ...	368

Total for 48 students attending three colleges, in all Rs. 692 per mensem, or just about Rs. 200 per mensem for each college, the amount for which I applied in my original proposal referring to the two Government colleges only.

From T. H. THORNTON, ESQ., *Secretary to the Government of the Punjab, to the Secretary to the Government of India,* HOME. DEPT.,—*(No.* 478, *dated* 18*th November* 1865*).*

I am directed to annex copy of a further communication from the Director of Public Instruction (No. 351, dated 9th instant) regarding scholarships of matriculated students in colleges affiliated to the Calcutta University; and to state that, as the budget for 1866-67 is now under preparation, the Hon'ble the Lieutenant Governor has, in anticipation of the orders of the Supreme Government, instructed the director to provide therein a sum of Rs. 16,602 on this account, as proposed by him.

From the Director of Public Instruction, Punjab, to the Secretary to the Government of Punjab,—(*No.* 351, *dated 9th November* 1865).

If the scheme of college scholarships, proposed in this office No. 86A, dated 21st August 1865, meets with the approval of Government, solicits permission to provide in the imperial educational budget of 1866-67 for Rs. 16,602 on account of scholarships to be held in colleges affiliated to the Calcutta University throughout the Punjab, agreeably to the enclosed detail.

From 1st April to 31st December 1866, i. e., for nine months.

For 9 students passing Calcutta University First Arts Examination in December 1868, *viz.* :—

3 at Rs. 32 = 96
and 6 „ „ 27 = 162

TOTAL .. 258 × 9 = ... 2,322

For 26 students passing Calcutta University Entrance Examination in December 1864, *viz.* :—

4 at Rs. 18 = 72
19 „ „ 14 = 266
and 3 „ „ 10 = 30

TOTAL ... 368 × 9 = ... 3,312

For 50 students passing Calcutta University Entrance Examination in December 1865, *viz.* :—

4 at Rs. 18 = 72
19 „ „ 14 = 266
and 27 „ „ 10 = 270

TOTAL ... 608 × 9 = ... 5,472

From 1st January to 31st March 1867, i. e., for three months.

For 9 students passing Calcutta University First Arts Examination in December 1865, *viz.* :—

3 at Rs. 32 = 96
and 6 „ „ 27 = 162

TOTAL ... 258 × 3 = ... 774

For 9 students passing Calcutta University First Arts Examination in December 1866 :—

As above 774

For 50 students passing Calcutta University Entrance Examination in December 1865, *viz.* :—

4 at Rs. 18 = 72
19 „ „ 14 = 266
and 27 „ „ 10 = 270

TOTAL ... 608 × 3 = ... 1,824

For 60 students passing Calcutta University Entrance Examination in December 1866, *viz.* :—

4 at Rs. 18 = 72
19 „ „ 14 = 266
and 37 „ „ 10 = 370

TOTAL ... 708 × 3 = ... 2,124

TOTAL 16,602

From E. C. BAYLEY, ESQ., *Secretary to the Government of India*, HOME DEPT., *to the Secretary to the Government of the Punjab*,—(*No.* 3001, *dated* 28*th March* 1866).

No. 397, dated 9th September.
„ 477, „ 18th November.
„ 478, „ „ „

With reference to your letters noted on the margin regarding the provision of scholarships for the students of Government and private colleges in the Punjab, I am directed to communicate the following observations.

2. This office letter of the 31st May 1865, No. 854, conveyed the comments of the Government of India on a proposition which had been submitted for raising the present allowance of Rs. 200 per mensem, on account of scholarships for the two Government colleges, to Rs. 400 per mensem. It was then observed that the "proposed sum of Rs. 400 per mensem would apparently suffice to give to *every one* of the students now in the two colleges a monthly stipend of about Rs. 13, being one Rupee more than the average value of the Bengal junior scholarships for exactly the same class of students (first and second years), and open to be competed for at the University Entrance Examination by the numerous candidates from all schools (Government and private) in the Lower Provinces of Bengal," and it was remarked that the proposition "seems to involve so wide a departure from the rules and limits which ordinarily govern the distribution of such rewards, that doubt occurs whether the real scope of Captain Fuller's proposal may be correctly apprehended."

3. The revised proposition now before Government involves a still larger expenditure and the same wide departure from the rules and limits above referred to, for the Director of Public Instruction suggests an expenditure on account of scholarships for students in Punjab colleges, proportioned to the amount expended in Bengal according to the respective *populations* of the two provinces; and on this basis he arrives at a proposed limit of Rs. 23,184* per annum for scholarships in the Punjab. And, till the above limit is reached, he remarks that "every matriculated student who chose to continue his studies at college to the satisfaction of its authorities would receive a scholarship."

* *Junior.*	Rs. per mensem.	Rs.
4 at Rs. 18 ...	72	
19 „ 14 ...	266	
37 „ 10 ...	370	
		798
Senior.		
3 at Rs. 32 ...	96	
6 „ 27 ...	162	
		258
Total ...		1,056
Total per annum ...		12,672

which, being tenable for two years, gives an eventual annual charges of Rs. 25,344. The total given by Captain Fuller, *viz.*, Rs. 23,184, is based apparently on an error of figures.

4. The Governor General in Council cannot, I am desired to observe, recognize the propriety of any scheme which professes, under the name of "Scholarships," to pay a stipend to every matriculated student who chooses to continue his studies at college.

To give scholarships, without real competition, to every student, is, in the opinion of His Excellency in Council, to ignore altogether the character and object of such prizes.

5. The Governor General in Council has learnt with surprise and regret the very unpromising fact disclosed by Captain Fuller, that college education is as yet so little appreciated in the Punjab that every student must be paid for his attendance at college, and that, if only one-third of the students were, as suggested by the Government of India, to receive scholarships, the remaining two-thirds "would infallibly disappear."

6. There was nothing in the original recommendations by which the immediate necessity of establishing two expensive colleges in the Punjab was supported, that could have led the Government of India to expect a result such as is now reported; and the Governor General in council cannot refrain from expressing his great disappointment at finding such an argument now advanced by the director as that, "after sanctioning so large an expenditure to start the Punjab colleges," the Government will surely not object to pay students to attend them, as "this is the only way in which we can hope at first to keep the colleges, both Government and private, supplied with a sufficiency of students, and prevent the time of the principals and professors from being wasted in lecturing to miserably small classes."

7. The argument is undoubtedly a strong one; but while admitting in some degree its force, the Governor General in Council would ask the Punjab Government to impress strongly upon Captain Fuller the impropriety of pressing forward educational projects without, as in the case of the Punjab colleges, giving the Government to understand the real extent of the expenditure to which he was practically pledging it.

8. It may, of course, be the case that money expended in paying students to attend classes will not eventually be without results; but when the many demands on account of educational objects, of pressing urgency, and with prospects of early practical results, are borne in mind, His Excellency in Council feels persuaded that the Lieutenant Governor will recognize the necessity of requiring from the director in future a full and fair representation of the real requirements and prospects of every new measure which he may advocate.

9. The only course which it occurs to the Governor General in Council to pursue in the present case is to allow a limited number of scholarships, corresponding in average value to the junior and senior scholarships in Bengal, to be open to competition to all matriculated students pursuing their studies in any affiliated institution, whether Government or private. The number of such scholarships might be calculated at one-third the number of matriculated students attending the colleges.

10. To every deserving student in the Government colleges who does not obtain a scholarship and whose parents are unable to maintain him at college, a *subsistence allowance* of Rs. 4 or Rs. 5 per mensem

might be given for the present; the arrangement being regarded as provisional for one year, subject to the submission at the end of that period of a full report as to the real necessity and expediency of continuing the system. If the students in the Lahore Mission College require, as appears from Captain Fuller's report, a like inducement in the way of subsistence allowances, it can probably be given on a similarly temporary footing, subject to the condition of at least half the cost being met from private sources.

11. The above system will apparently meet the actual requirements, as stated by Captain Fuller, when he says that "every student at colleges in the Punjab should receive an allowance from Government just sufficient to maintain him there, unless he or his parents have the means themselves of providing for his maintenance;" and a proper distinction will at the same time be maintained between scholarships which are rewards for particular merit and the allowances for subsistence, which, though so objectionable in themselves, are represented in the present case to be absolutely necessary to supply an experienced staff of principals and professors with a decent number of pupils to instruct.

12. If the measure above sketched can be carried out within the the limits of the sanctioned budget for education, the Governor General in Council will not object to its introduction for one year, and will be glad to receive a report of the estimated expense which it will entail for that period.

From T. H. THORNTON, ESQ., *Secretary to the Government of the Punjab, to the Secretary to the Government of India*, HOME DEPT.,—(*No.* 362, *dated* 27*th September* 1866).

With reference to your letter No. 3001, dated 28th March last, regarding scholarships in the Punjab colleges, I am directed to forward extracts, paragraphs 2 to 5 and 8, from a letter from the Director of Public Instruction, No. 265, dated 15th ultimo, and to request general approval of the principles of calculating scholarships for 1867 proposed by Major Fuller.

2. I am to add that at present it appears at least doubtful whether any sums in excess of the scholarships will be required for subsistence allowance as provisionally authorized by the Supreme Government. But if the necessity should hereafter arise, a separate application will be made on the subject.

3. With reference to the remark made in the margin of your 3rd paragraph, I am to state that the inaccuracy in figures consists in a clerical error, by which 798 was written instead of 708, as the total costs of the junior scholarships.

4. A separate letter will be addressed to you in regard to the adjustment of outlay heretofore incurred on scholarships.

Extract of a letter from the Director of Public Instruction, to the Secretary to the Government of the Punjab,—(No. 265, dated 15th August 1866).

Para. 2.—The final decision of His Excellency the Governor General in Council appears to be, from paragraph 9 of the letter above quoted, that scholarships to the average value of those given in Bengal, and to the number of one-third only of the matriculated students attending affiliated colleges, shall be given in the Punjab. I have accordingly called for returns from the Punjab colleges, whether Government or private, of which there are at present only three; and I find that, under the above ruling, only 15 scholarships should just now be assigned to them, *viz.*, three senior and 12 junior, as shown below:—

Name of College.	Number of Students attending who have passed University Examinations.			Total.	Total of Matriculation Students.
	1st Arts and now in 3rd year Class.	Entrance.			
		And now in 2nd year Class.	Now in 1st year Class.		
Lahore College	2	6	2	8	10
Delhi "	2	10	8	18	20
Lahore Mission College	5	6	4	10	15
Grand Total ..	9	22	14	36	45
One-third ..	3	7	5	12	15

According to the average value of scholarships in Bengal, these 15 might be fairly fixed at the following rates:—

Three Senior to 3rd year Class.

		Rs.
One at Rs.	32 per month	= 32
Two "	27 "	= 54
	Per month	... 86

Twelve Junior to 3rd year Class.

		Rs.
One, at Rs.	18 per month	= 18
Four, "	14 "	= 56
Seven, "	10 "	= 70
	Per month	.. 144

The 12 Junior to be further distributed, thus:—

To 2nd year Classes.

		Rs.
One at Rs.	18 per month	= 18
Two "	14 "	= 28
Four "	10 "	= 40
	Per month	... 86

To 1st year Classes.

		Rs.
Two at Rs.	14 per month	= 28
Three "	10 "	= 30
	Per month	... 58

Total of 15 scholarships due at present to Punjab colleges, Rs. 230 per mensem, or Rs. 2,760 per annum.

3. These scholarships would be awarded in the Punjab, as in Bengal, to those who gained the highest marks at the Calcutta University Examinations from 1st Arts and Entrance, respectively, and for two years only—that being the time prescribed for a student to advance from the Entrance to the 1st Arts standard; and from that again to the B. A. degree. It will take some time, however, before final sanction to these scholarships can be obtained; and I would, therefore, propose that the system of granting them, agreeably to the ruling above quoted of the Supreme Government, be only introduced from 1st January 1867, which is the beginning of the next annual session of the colleges.

4. But by that date, a fresh batch of students will, by passing the 1st Arts and Entrance Examinations in all probability, entitle the colleges to additional scholarships. It is impossible to calculate this addition with certainty; but, in case an estimate be desired, I may mention that the scholarships due to the present 3rd year and 1st year classes will have to be continued during 1867, while they are pursuing their studies for the 4th and 2nd years of their college course, respectively, *i. e.*, three senior, aggregating Rs. 86 per mensem, and five junior, Rs. 58 per mensem. The other seven junior scholarships, aggregating Rs. 86 per mensem, will lapse, as the students of the 2nd year class should be prepared to pass the 1st Arts Examination next December, and to compete for senior scholarships from 1st January 1867. Suppose 8 or 9 out of the 22 in the 2nd year class pass the 1st Arts Examination, then three additional senior scholarships will be due, say—one at Rs. 32, and two at Rs. 27, or Rs. 86 per mensem. Then, again, as there were 96 candidates from the 1st classes of Zillah and superior Aided Schools, who tried the departmental examination held at midsummer preliminary to the Calcutta University Entrance Examination of next December, we may suppose that some 36 at least will actually matriculate, and 12 additional junior scholarships will thus become due, aggregating Rs. 144 per mensem. The total estimated number and cost of Punjab College scholarships for the calendar year of 1867 will therefore be—

	SENIOR.		JUNIOR.		TOTAL.		Remarks.
	Number.	Value per mensem.	Number.	Value per mensem.			
		Rs.		Rs.		Rs.	
Old	3	86	5	58	8	144	
New	3	86	12	144	15	230	
TOTAL ...	6	172	17	202	23	374	

But as the present sanctioned allowance of Rs. 100 per mensem for scholarships in each of the Government colleges at Lahore and Delhi, or Rs. 200 per mensem in all, can then cease, the estimated increase of expenditure during 1867 will really be only Rs. 174 per mensem, or Rs. 2,088 for the whole year.

5. I trust I have now correctly interpreted the views of His Excellency the Governor General in Council on the subject of college scholarships in the Punjab, and that he will be pleased to authorize the Hon'ble the Lieutenant Governor to grant them on the scale I have detailed for the 3rd and 1st year classes, when they become the 4th and 2nd year Classes on 1st January 1867; and also on the same scale to the extent of one-third of the number of candidates who passed the first Arts and Entrance Examinations of the Calcutta University in December 1866 for those who will form the 3rd and 1st year classes from 1st January 1867.

8. In conclusion, I may as well note that the error of figures referred to in the margin of paragraph 3 of Supreme Government's letter No. 3001 of 28th March 1866, does not rest with me, but with some subsequent calculator, who has accidentally no doubt substituted 798 for 708 as the cost of the junior scholarships therein entered.

From T. H. THORNTON, ESQ., *Secretary to the Government of the Punjab, to the Secretary to the Government of India*, HOME DEPT.,—(*No.* 361, *dated 27th September* 1866).

In continuation of my separate letter of this date, No. 362, regarding scholarships, I am directed to forward extract, paragraph 7, from a letter from the Director of Public Instruction, No. 265, dated 15th ultimo, together with a copy of his letter No. 295, dated 28th idem; and extracts from a letter from Mr. Forman, enclosed therein, with its accompanying statement.

2. Mr. Forman, the Manager of the Lahore Mission College, while fully admitting the justice and suitableness of the arrangements now finally prescribed by the Supreme Government in regard to scholarships in their letter No. 3001, dated 28th March 1866, nevertheless very earnestly begs that retrospective effect may not be given to those arrangements in so far as the institution under his charge is concerned, as the cost of scholarships, on the larger scale previously laid down by this Government, has been actually advanced by him to the holders while this discussion has been pending; and if any considerable portion of the outlay has ultimately to be borne by the funds of the institution, these funds will be reduced to a very embarrassing position.

3. It is true, as urged by Major Fuller, that on receipt of the Resolution of Supreme Government, No. 2054 of the 30th June 1865, Mr. Forman was informed that the Supreme Government disapproved of the principle laid down by this Government, that all matriculated students of aided colleges should receive stipends under the Grant-in-aid Rules. But as the director, in his letter No. 259, dated 24th

July 1865, himself proposed, in supersession of those arrangements, a modified scheme, by which it was still contemplated (see paragraph 11) that "every matriculated student who chose to continue his studies at college, to the satisfaction of its authorities, would receive a scholarship," and this Government supported his proposals, it was hardly to be expected that Mr. Forman should put an end to the arrangements then existing, and stop the allowances fixed for his matriculated scholars, until it should be finally determined what principle was to be adopted for the future.

4. The most strenuous and unremitting efforts have been made by this institution to raise it to a high standard; and, with very slender means, comparatively speaking, they have surprisingly succeeded in their efforts. Sir Robert Montgomery in consequence considered the institution to be deserving of special consideration, and authorized accordingly the arrangements which have now been finally disapproved, so that the blame and responsibility for this cannot, in the Lieutenant Governor's opinion, be justly attributed to the managers of the institution; and it would, His Honor thinks, be hard to make them suffer retrospectively.

5. I am desired accordingly to solicit sanction of the Supreme Government to make a special grant to the institution of Rs. 3,500 on this account, provided that amount can be met within the sanctioned budget estimate. This sum will about cover the outlay incurred up to the date of the Supreme Government's order of March 1866, and arrangements have now been made for placing scholarships for the future on the footing enjoined by the Supreme Government.

Extract of a letter from Major A. R. FULLER, *R. A., Director of Public Instruction, Punjab, to the Secretary to the Government of the Punjab,—(No.* 265, *dated* 15*th August* 1866*).*

Para. 7.—It only remains for me to advert to the question of liquidating past expenditure on scholarships, both in the Government and private colleges. The sum of Rs. 100 per mensem originally sanctioned for this purpose in such of the Government colleges as Lahore and Delhi has been supplemented by funds obtained from tuition-fees and other local sources, and it will be necessary to press the Supreme Government for payment of the excess spent on scholarships from these sources out of imperial revenue. Any claim that the Reverend C. Forman may desire still to prefer on account of past expenditure incurred by him on scholarships to his college students in the Lahore Mission School, will be brought forward separately, on receipt of further communication from him on the subject.

From MAJOR A. R. FULLER, *R. A., Director of Public Instruction, Punjab, to the Secretary to the Government of the Punjab,—(No.* 295, *dated* 28*th August* 1866*)*.

In continuation of my No. 124 A, dated 5th September 1865, and with reference to paragraph 7 of my No. 265, dated 15th August 1865, I have now the honor to submit, in original, letter dated 15th July 1866, from the Reverend C. Forman, Manager of the Lahore Mission School, renewing his claim to arrears of Government grant for expenditure incurred on scholarships bestowed by him on the students in his College Department.

2. He shows the amount thus expended by him from 1st January 1865 to 15th July 1866 to have been Rs. 3,938, and apparently claims a refund of the whole amount from Government, on the strength of the late Lieutenant Governor's having sanctioned such grants for 1864, and having led him to expect that the same would be continued in future.

3. In my No. 124A, I gave a summary of the previous correspondence and Government orders on the subject; so that I have only to point out that, however strong and reasonable Mr. Forman's expectation of the continuance of the Government grant made in 1864 during subsequent years may have been, it ought to have come to an end on receipt of my No. 972, dated 2nd August 1865, communicating to him the orders of the Supreme Government, dated 30th June 1865, in which the practice of granting scholarships to matriculated students in Aided College Institutions out of the grant-in-aid assignment was not approved by His Excellency the Viceroy in Council.

4. Under these circumstances, it appears to me that Government will be fully released from any obligation it may have incurred by Mr. Forman's expenditure on his college scholarships, in the reasonable expectation formed by him from the late Lieutenant Governor's orders of their being ultimately refunded by the payment of Rs. 1,428, being the cost of scholarships (as clearly as I can calculate it) of the college students who attend from 1st January 1865 to close of July 1866.

5. For the remainder of the expenditure, *viz.*, Rs. 3,938—1,428=Rs. 2,510, it seems to me perfectly optional with Government to reject the claim altogether. Government will, however, no doubt desire to treat the claim in a liberal spirit; and this might be done, I think, by allowing, on the general grant-in-aid principle, half the amount, *viz.*, Rs. 1,255, to be repaid to Mr. Forman.

6. In conclusion, then, I beg to suggest that the Hon'ble the Lieutenant Governor should move His Excellency the Governor General in Council to sanction a special grant of Rs. 1,428 only, or of Rs. 1,428+1,255=Rs. 2,683, as he may think fit, in aid of scholarships given by the Reverend C. Forman, Manager of the Lahore Mission School, from 1st January 1865 to 15th July 1866, to the students of the College Department of that institution. The whole amount of Rs. 2,683 can, if required, be defrayed from the current year's grant-in-aid assignment.

Extract from a letter from THE REVEREND C. W. FORMAN, *Manager of the Lahore Mission School, to the Director of Public Instruction, Punjab,—(Dated* 15*th July* 1866*).*

At the time our school was affiliated, it was the policy of the Punjab Government to encourage students to seek a high order of education by giving scholarships to all matriculated students, and Sir R. Montgomery placed the Mission School on the same footing as the Government College with regard to scholarships.

In accordance with this policy, the whole amount of our scholarships for the year 1864 (Rs. 1,328) was paid from the Government Treasury.

In order to keep our students, it was necessary for us to pay this scholarship regularly in advance before receiving the amount from Government. In this way, we have paid, since the 1st of January 1865, more than Rs. 3,000, of which we have received nothing from Government.

MEMORANDUM OF MISSION COLLEGE SCHOLARSHIPS, 1865.

3rd year's College Class, 1866.

			Rs.			Rs.
Jacob Basten,	12 months, at Rs.	19 per month	= 228	6½ months, at Rs.	27 per month	= 175½
George Lewis,	,,	19 ,,	= 228	,,	,, 27 ,,	= 175½
Prem Nath,	,,	19 ,,	= 228	,,	,, 19 ,,	= 123½
Julakhan Mull,	,,	17 ,,	= 204	,,	,, 17 ,,	= 110½
Thakoor Doss,	,,	17 ,,	= 204	,,	,, 17 ,,	= 110½
Dewan Chund,	,,	17 ,,	= 204			
Hur Kishen,	,,	17 ,,	= 204			695½
Alfred Watson,	,,	17 ,,	= 204			1 704
		TOTAL	... 1,704		TOTAL	... 2,399

2nd year's College Class.

			Rs.			Rs.
Ihwar Purshad,	12 months, at Rs.	14 per month	= 168	6½ months, at Rs.	14 per month	= 91
Dina Nath,	,,	,, 12 ,,	= 144	,,	,, 12 ,,	= 78
Ram Narain,	,,	,, 12 ,,	= 144	,,	,, 12 ,,	= 78
Juggernath,	,,	,, 19 ,,	= 144	,,	,, 12 ,,	= 78
Mahomed Hassen,	,,	,, 12 ,,	= 144	,,	,, 12 ,,	= 78
B. Goloknath,	3 months	,, 10 ,,	= 30	,,	,, 12 ,,	= 78
Hur Kishun,..	... ...	... ...	...	,,	,, 15 ,,	= 90
		TOTAL	= 774			493
						774
					TOTAL	.. 1,267

1st year's College Class.

				Rs.
Mozuffer Alli,	6½ months, at Rs.	12 per month	... ...	= 78
Jai Kishen,	,,	12 ,,	... ...	= 78
Nandhee,	4½ months	12 ,,	... ...	= 54
Bal Mokund	,,	12 ,,	... ...	= 54
			TOTAL	... 264

Summary.

3rd year's College Class ...	... 2,399½
2nd ,, ...	... 1,267
1st ,, ...	... 264
GRAND TOTAL	... 3,930

(The papers were then forwarded to the Financial Department.)

RESOLUTION—By the Government of India, FINANCIAL DEPARTMENT,—*(No. 2588, dated 31st December 1866).*

Read the under-mentioned papers having reference to proposals regarding the provision of scholarships for college students in the Punjab :—

Office Memorandum from the Home Department, No. 5810, dated 26th October last, and its accompaniments.

Office Memorandum to the Home Department, No. 2038, dated the 30th November last.

Office Memorandum from the Home Department, No. 1378, dated the 14th instant.

RESOLUTION.—The Governor General in Council observes that on the 28th March last this Government, in the Home Department sanctioned the provision (within budget limits) of a limited number of scholarships in the Punjab, corresponding, in average value, to the junior and senior scholarships in Bengal, to be open to competition (as in Bengal) to all matriculated students pursuing their studies in any affiliated institution, whether Government or private, the number of such scholarships being calculated at one-third the number of matriculated students attending the colleges.

2. The Governor General in Council is now pleased to sanction, as a temporary measure, the proposal of the Punjab Government of placing the provision of scholarships on the above footing, with effect from March 1866 in respect of the Lahore Mission College, and from 1st January 1867 in respect of the Government colleges at Lahore and Delhi.

3. As regards the past expenditure on account of scholarships in the above-named colleges, the Governor General in Council sanctions a special grant to the Lahore Mission College of Rs. 3,500 for the period prior to March 1866, provided it can be met within the sanctioned budget estimate, and authorizes the adjustment of expenditure on the same account in the Lahore and Delhi Colleges up to January 1867 at the maximum rate of Rs. 230 per mensem, instead of the hitherto sanctioned amount of Rs. 200 per mensem.

XVI.

GILCHRIST TRUST SCHOLARSHIP.

act from the Proceedings of the Government of India, in the HOME DEPARTMENT, *(Education), Nos.* 91 *to* 97, *under date the* 11*th February* 1868.

ıd the under-mentioned correspondence, on the subject of the proposed establishment, by the Trustees of the "Gilchrist Educational Trust," of two annual scholarships of £100 each, tenable for five years, to be held by natives of India at the Universities of London and Edinburgh :—

1. Despatch from Her Majesty's Secretary of State, to the Government of India. No. 18 of 1866, dated 30th November, and enclosure.

2. Letters to Governments of Bengal, Madras, and Bombay, Nos. 411 to 413, dated 15th January 1867. 3. Letter from Bengal, No. 635, dated 6th February 1867. 4. Letters to Madras and Bombay, Nos. 1754 and 1755, dated 20th February 1867. 5. Letter from Bombay, No. 8, dated 15th February 1867, and enclosure. 6. Ditto, No. 23, dated 30th March 1867, and enclosure. 7. Letter from Madras, No. 121, dated 26th April 1867, and enclosure.	Education Proceedings, May 1867, Nos. 17 to 22.

8. Despatch from Her Majesty's Secretary of State, to the Government of India, No. 3, dated 25th April 1867, and enclosures; and endorsements thereon, to Bengal, Madras, and Bombay, Nos. 945 to 947, dated 3rd May 1867.
9. Despatch from the Government of India, to Her Majesty' Secretary of State, No. 5, dated 31st May 1867.

10. Letter from Bombay, No. 40, dated 25th June 1865, and enclosure. 11. Letter from Bengal, No. 3241, dated 25th July 1867, and enclosure. 12. Letter from Madras, No. 273, dated 26th August 1867, and enclosures.	Education Proceedings, Sept. 1867, Nos. 31 to 35.

13. Despatch from the Government of India, to Her Majesty's Secretary of State, No. 12, dated 19th September 1867.
14. Despatch from Her Majesty's Secretary of State, to the Government of Bombay, No. 8 of 1867, dated 16th December, and enclosure.

RESOLUTION.—The detailed scheme of the Trustees will be found with the Despatch of Her Majesty's Secretary of State to the Government of India, No. 3, dated the 25th April 1867. The only modification of this scheme which has resulted from subsequent correspondence on the subject, is that relating to the race of the candidates for the scholarships. It will be seen from the enclosures of the Secretary of State's Despatch to the Government of Bombay, No 8, dated the 16th December 1867, that the competition is now open to "all persons born in India, except those of pure European descent."

It has been decided by the Trustees that there shall be, for the present at least, three centres of examination in India, *viz.*, at Calcutta, Madras, and Bombay; that the examinations at the three centres shall

be held simultaneously; that the examination papers shall be sent out from England; and that the first examination shall held in January 1869.

3. The Secretary of State has also announced his intention* of granting the sum of £100 for passage to each of the scholars proceeding to England, and of allowing the same amount for a return passage to such of them as may forfeit their scholarship.

* See paragraph 5 of Despacth to Bombay, No. 8, dated 16th December 1867.

4. Pending the receipt of the examination papers from England, the Governor General in Council would wish the Governments of Fort St. George, Bombay, and Bengal, to make the necessary arrangements for the following objects :—

1st.—The publication of the scheme of the Trustees, and the Despatch of the Secretary of State, to the Government of Bombay, dated 16th December 1867, No. 8, with its enclosure.

2nd.—The appointment of the Sub-Examiners referred to in the scheme of the Trustees.

3rd.—The selection of a proper place for the examination of candidates at each examination centre.

5. In publishing the scheme of the Trustees, and the Secretary of State's Despatch above-mentioned, the Local Governments should take the opportunity to state that the exact date of the examination and the place where it shall be held will be announced hereafter. It is essential that the examinations at the three centres should take place at one and the same time, and this can easily be arranged by the Local Governments by mutual communication with one another.

ORDERED, that a copy of this Resolution, and of the Secretary of States' Despatch to the Government of Bombay, No. 8, dated 31st December 1867, be forwarded to the Governments of Fort St. George and Bengal, for the purposes above indicated.

Also, that a copy of this Resolution be sent to the Government of Bombay, with reference to the Secretary of State's Despatch to that Government above mentioned.

Ordered, further, that this Resolution, together with the documents Nos. 1 to 14 cited above, be published in the Supplement to the *Gazette of India*; and that copies of the papers so published be sent to the Government of the Punjab, and to the Chief Commissioners of Oude, the Central Provinces, and British Burmah, for re-publication in the Local Gazettes.
